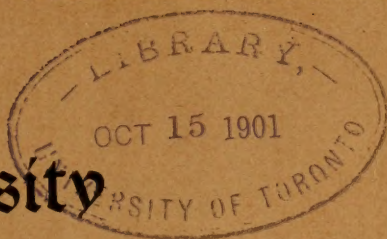


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The University of Texas Record



Vol. 1111
Number 3
September
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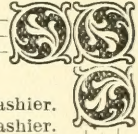
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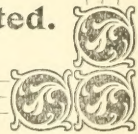
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The UNIVERSITY RECORD is published quarterly; subscription, one dollar a year; single copies, twenty-five cents. Advertisements, one page, \$15; half page, \$10; quarter page, \$7½, with 25 per cent. discount on contracts for a year.

Address business communications to

JOHN A. LOMAX,
Business Manager,
Austin, Texas

[Entered as second-class mail matter at Austin, Texas.]

THE UNIVERSITY RECORD.

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BE READY, OR THE SOLITARY SECRET OF SUCCESS.

[Baccalaureate Sermon delivered June 9, 1901, by the Rev. Ira Landrith, of Nashville, Tenn.]

Joshua 8:4. Be ye all ready.

1. Peter 3:15. Be ready always.

Heedless of many illustrious precedents on baccalaureate Sabbath occasions, I shall today make no effort at profundity or mere appropriateness, preferring rather to try to be practical and plain. In the esteem of the twentieth century the unpardonable sin will be failure, particularly the failure of the prepared life. Ours is, therefore, the task of discovering the secret of success. It is no secret, or if it ever was a secret, it is now an open one. It was known to Nestor, who, addressing the Greek generals, declared, "The secret of victory is getting a good ready." There is a tide in the affairs of men which taken at its flood leads on to fortune; but what is the use of tides if the craft is unseaworthy? Circumstances do sometimes make men, as was demonstrated at Manila harbor; but circumstances make no men out of unprepared material. Here and there along the highways of human history may be found a man who failed because he was ahead of his time; but that highway is fairly strewn with the failures of men who were behind the times. A sad spectacle is that of a young man who stands with folded arms and dejected mien at the foot of some mountain of great opportunity, to whose summit he is being invited, while he can only reply, "I would like to make the ascent, but I am not well enough." The melancholy of the scene deepens when the response must be, "I am not wise enough." But the picture is sadder still, as gloomy as it is common, when the youth is forced to the admission, "I am not good enough."

I come today in the name of our Master to ask you, young peo-

ple, if you are ready to conquer success in the twentieth century? Are you well enough, wise enough, good enough? If you have used your time in this institution, if you have made the most of all your opportunities here, your answer need have in it no element of humiliation. I do not inquire what you know. I would, however, be glad to know how well you know it. I am not concerned about how many facts you have accumulated. It would please me to learn that you have acquired the ability to think on the things you know, to enjoy what is, next to the blessing of conversation with God, the sublimest of privileges, meditation. Can you see things with your trained eyes? Have you the open vision of the pure in heart, and can you see God? Have you learned to feel, in sympathy with another's pain or pleasure? Can you make things with your new tools? Have you learned to be true and broad and noble? If you have not, stay here longer, for nothing is too good for the twentieth century youth.

Be ready for the twentieth century. What this new one hundred years may contain for us, the wildest dreamer, who dreams that he dreams, may not even anticipate. It is enough for us to know that the twentieth century is the ripe fruit of six thousand years of history; and that like its immediate predecessor it will accomplish more than all the sixty centuries which went before it. What will it be in mechanical invention and achievement? The nineteenth century was but the inventor's preparatory period, and our children's children, blessed with conveniences never so much as imagined by the present generation, will smile pathetically when told of the crude methods of communication and transportation upon which we depended. With uncovered head I stood for an hour the other day and listened while the inventor described the theory of an air ship he was just completing. Mine was a feeling akin to reverence for the enthusiast, not because I thought his machine would fly, but because I did not know that it would not; and I was certain that, whether he had solved the problem of aerial navigation or not, that problem would soon be solved; for not long, in this too-hurried age, will we be content to travel at only sixty miles an hour, and that, too, amidst the discomforts of dust and heat. But if the age promises miracles of mechanical advancement what will it be intellectually? Is it too much to expect that before the century has reached its noon it will be unsafe to have an unworthy secret

thought, because mind reading, which by that time will be a universal science and not a mere phenomenon as now, will render it impossible to hide iniquity in the shadows of a soul? Be sure of this, we are entering upon a century of light, and vice can live only in the dark.

Though we can know little about what the century will be as its long day wears on, we do know that at its dawn it is essentially an age of young people, an age gone mad in its demand for young men and women in the places of responsibility and trust which experience and accumulated years ought to hold. This abnormal clamor for youth in positions of power and prominence has its resulting perils. Not long ago Frank Beard, the genius who prepares the cartoons that adorn the first page of that quaint combination of humor and piety, *The Ram's Horn*, drew the picture of a stalwart young man, resolute of purpose and eager to hold beyond the reach of a clamorous company of enemies, each of whom was reaching for it, the crown he held in his upraised right hand. Upon that crown was inscribed the single word, "character," and they who would have wrested it from his grasp were personified covetousness, licentiousness, love of popularity, and the rest of a long line of the temptations peculiar to young men of the present. It was no fancy picture, but a portrait.

I bid you then be ready for moral emergencies. They will come, and without delay. To meet them will require more stalwart courage than has been necessary in the life of any other generation. But to surrender to evil will insure quicker and greater ruin to the first young men and women entering on life in this new century than has ever been visited upon the weak ones of the past. It will not be twenty-five years until there can be found no youth proud of his vices and boasting of his evil deeds. Not long even will our land license evil. Already integrity has become the price of promotion, and very soon it will be the first condition of employment. Corporations not a few are now saying to their employes, "You shall not drink"; while the cigarette fiend was long ago barred from many lines of business. Now comes the telegraphic announcement that even a Chicago pork packer will discharge his hired men if they are heard to swear in public. The notoriously wicked politician, who was formerly a popular idol, is now out of politics forever. The twentieth century will pillory hypocrisy, and will crown no

weak man or wicked one. It will have small patience with the youthful wrongdoer who nonchalantly simpers, "It is only a weakness of mine"; and it will not listen at all when the habitually vicious apologetically utters that ancient falsehood, "I can't quit." Wild oats will not be a tolerated crop in this new era. And the time is not far off when no double standard of morals will dishonor American society.

The only safety in the peculiar moral emergencies that are upon us is sincere faith in Jesus Christ. "Oh that is professional," somebody is ready to exclaim, "We would expect you to make that claim." Indeed, it is not professional. It is merely true. Christianity stands for all that this morality-demanding century wants. It promises, and it gives, needed strength for every trial; and it glorifies all living in which it is magnified. But it must be genuine. The lackadaisical sentimentalism, whimsical, effeminate and insipid, which passes current for religion in some communities, will not be accepted in these times when the masculine, muscular kind, that is not only good but good for much, is in demand. It was this robust religion which Peter preached and Paul practiced, and which if it had been universal would have silenced the jibes of Ingersoll, whose criticisms were not upon true Christianity, but upon its caricatures. When such Christianity becomes general—and it will soon be the only tolerated variety—its merits will be so manifest that the doubter will no longer be lionized, because forsooth he does not believe what will every day and everywhere be demonstrated, that Christianity makes a man the manliest of men. After all any fool can doubt. It takes a mind to believe. Such Christianity has in it no spirit of self-pity, makes for itself no apology, and yields itself to no truckling mendicancy. It seeks no patrons and needs no boastful friends. But a little while ago, an eminent New York minister unwisely exclaimed, "Doubt any man who is not a Christian." A Boston newspaper aptly replied, "And doubt any Christian who is not a man." Mere piousness is not enough to make one ready for success in life.

Therefore, be MEN. The notion that a man is a mere worm of the dust has been lamentably overworked. There is a duty of self-esteem which most of us have hesitated to preach, because we did not know the truth that, between proper self-respect and undue self-love, or egotism, there is a great gulf fixed. Satan's most

effective secret is minified manhood. But get one to believe that he is worthless and he will act worthlessly. What is a man worth any way? The statistics tell us that the average man earns seven hundred dollars a year, or that in cash he is worth ten thousand dollars. By this rule women are of smaller value still, since their average income is only about two hundred and thirty dollars a year, or the equivalent of a capital of four thousand dollars. In the estimation of many sordid people a man is worth only what he will thus bring in the labor market. In proof of this, hear Mr. Schwab, as he stands before the students in a trade school, deliver advice much like this: "If you want to make money and get rich like I have done avoid the college and eschew higher education. You cannot afford the time for such luxuries if you would master some great lucrative business." How infinitely little is this view of what an immortal man is worth. How contemptible is such a conception of a being with whom God walks and talks, and for whose redemption heaven was emptied that this same human being might be made fit for renewed and continued divine comradeship! God made him, and in this act of creation He did his best. All the rest of the world was made before and for him, as loving motherhood prepares the nursery for the unborn babe. And

"T'was lonely when the great sun smiled,
And Nature's voice was weird and wild.
Earth paused for one whose life should be
The answer to her mystery;"

And God said, "Let us make man," and the mystery was solved. In the presence of this sublime fact who cares to quibble about how this creative work was done? If it was by fiat, then man is the marvelous child of a word. If ages were consumed in his creation, then all the greater is the creature. No wonder Humboldt declared, "Man is the finest fruit earth holds up to its maker." No wonder this last, best work of a world-builder sometimes becomes a self-worshiper. Is he not God-like? Does he not create things? Can he not imagine the unseeable? Does he not ask God why, whence, whither, as they walk and talk together in this Paradise partially regained? What a crime is it that such a being ever stoops to indolence or self-injury. What an unspeakable crime!

Of course all this has to do with generic man, but mine is the

privilege of speaking today not only to young men, but to young women also. Let my message to the young womanhood of this first graduating class of the twentieth century be as simple, direct and personal as possible. Glory in your womanhood. It is not necessary to be a silly, fluttering, gaudily bedecked butterfly, a drivelling, whining, willowy weakling, in order to avoid that other extreme, that feminine monstrosity, a masculine woman. In an old Book, which tells the simple story of how man came to be, I have read, "Male and female created He them," and every effort of a woman to make a man of herself has been a pitiable blunder. I beg you, young women, to preserve throughout your whole lives the "eternal feminine." "Are womanly women doomed?" blandly asks a recent writer in a popular journal. No, womanly women are not doomed; but womanliness has long been menaced by the industrial heresy that all women should be breadwinners, and that the only independence is in wage earning. I congratulate you, young women, that you go from this institution prepared for the task of self-support; and I pray God that you may never need that knowledge. All honor to those of you who must work for a living; but I have no word of encouragement for those who, needing not to toil for wages, still elect to crowd you with their competition. The way of the woman who must work is infested with lurking peril to health, modesty and morality, and she who goes that way because she must is, therefore, of all women the worthiest of consideration, respect and care. Earth's noblest womanhood, our land's truest ladies, are among those whom necessity drives into this unfriendly atmosphere of self-support whither every true woman goes reluctantly, if go she must; for "home is woman's climate, her native air, her vital breath." Any other environment is uncongenial. The ideal woman is she who, if she can, remains at home to make and bless it; or, if she must, goes forth to wrest a livelihood from the work-a-day world; and she is neither more nor less a womanly woman, a true lady, in either relation.

But, however ready you may be for success in the twentieth century, expect no achievement without activity. What I have said about home-keeping women should not be interpreted as encouragement to indolence. At home, in society, wherever the touch of her life and the labors of her hands are needed, let woman be at work. The man who would succeed must be an intensely active one; and

no amount of wealth, inherited or acquired, is a sufficient apology for indolence in a world wherein no man has the right to live, and from which none should depart, without adding to the sum of its worth and happiness. Work. Work purposefully. Be called. It is lamentable that so many men choose their avocations at haphazard when God so plainly calls to particular service by preparing men therefor. Be ready for a great call. It will come if you are listening. It is an awful sin to be the victim of self-sought mediocrity, to be little in a big century. Work, but do not overwork. Take care of your health, in order that you may work long, and be at your best to the end. Dr. Hillis was right, "A man ought to be ashamed to show his face in heaven before he is seventy years old." He merely means that we have no right, by dissipation or by overwork, to invite physical disaster. Of all men the prepared one is under the greatest responsibility to be well, thus lengthening his life and usefulness.

Be broad. Well roundedness is the highest genius and versatility the most valuable mental virtue in these exacting times. It is important to know everything about something, and in that sense to be a specialist, "somebody in particular"; but it is quite as well at the same time to know much about many things. Otherwise the specialist is in danger of being an intellectual Pharisee, who, above all Pharisees, is most despicable. This age will not halt long enough to heed the pessimist's plaint and the little man's lament. It is a good world, and wherein you find it not good enough, make it better; do not be content merely to whine because it is bad.

Let this be my final word of counsel, the first and the last condition to success in life—Be yourself. Imitativeness produces inevitable paralysis. A chief cause of the numerous failures of men is that they are trying to succeed by doing exactly like successful men have done. God alone knows how nearly omnipotent is a resolute and consecrated individuality. You cannot be another man, but in your own unique personality you can be all you ought to be. Mere eccentricity is contemptible; true originality is invincible.

If I might have the distinguished honor, therefore, of proposing a motto for this class, a rule of life for each individual in this class, it should be this: "BE READY; BE ACTIVE; BE YOURSELF."

THE INFLUENCE OF THE SCHOLAR AND HIS DUTY.

[Alumni Address delivered June 11, 1901, by S. L. Samuels, LL. B., of Fort Worth.]

When I look out upon this distinguished and critical body and think over my own inability to meet the requirements of this hour, I recall the analogy to a story I once heard of Curran, the Irish advocate, and Reverend Father O'Leary, the Irish priest.

They were sitting at table dining together when Curran turned to the priest and remarked, "Reverend Father, I wish that you were St. Peter."

"And why do you wish that I were St. Peter?" inquired the priest.

"Because you would hold the keys to the gates of heaven and might let me in."

"Upon my soul and conscience," was the reply, "it were far better that I held the keys to the other place because, in that event, I might let you out."

And so on this occasion though you hold the keys that would admit me into the temple of Knowledge, I could wish that you held the keys that would unlock the doors of Ignorance since in that event you might let me out.

If I were asked to name the meridian of life—when all the hopes like satellites revolve around some central sun—when ambition touches high-noon—I should say without hesitation that it is the period of college commencement. Then, as we stand on the high plateau of expectancy with no shadow to the right or to the left, seeing with the aided vision which other eyes have lent us, light seems to fill the clefts and hollows and cap the highest mountain top. It becomes us, then, to pause and take our range and, imitating the woodcraft of the wary hunter, mark each object well lest we confound the distance and trace hillocks on our maps when closer inspection might reveal craggy and untraveled heights.

We are so near to each other these days that distance has lost its enchantment, and, paradoxical as it may seem, it is the unexpected that we are constantly expecting to happen. All the seas, save the frozen circle of the poles, have been swept by the explorer, the ocean

has been dredged to sunless depths, and electricity has girdled the earth with a belt of fire—thus realizing what was meant by Puck when, in his airy way, he boasted that he would put a girdle around the earth in forty minutes. Is it surprising, then, that adventure has grown tame and that the page of romance should roll up like a scroll? It is true that this generation is not of Homer nor of Virgil nor yet of Goethe. The epic is the country of ancient heroes half-barbaric; of prodigious rescues; of a slow and stately progress; of the day when the Norse kings thundered their sagas on the coasts of Britain. But are the enigmas of civil life less difficult to answer? Are the quandaries shallow because the hand of man has partly relaxed its hold on the sword, and grasps instead the quill of the political economist?

The problems of the day are more numerous, nagging and insistent than when Webster as an alumnus looked out from the halls of Dartmouth over the granite hills of New Hampshire. There are more paths to straighten, knots to untie, boundaries to define and rights to adjust than when, at a later time in his career, the shadow of the great national tragedy lay dark on all the nation.

But the problems of peace are no less grievous than those of war, since in peace we unconsciously sow the earth with dragons' teeth. War is mammoth—men are handled in the mass—the issues are broad, and flow like some great river through the land, dividing everything in twain, while the hardships of ordinary life press their hackles hard upon the soul. Bread and homely fare, toil and wealth, the sweat of labor and the dower of the rich, revenue and finance, the individual against the many—these and a thousand other questions press for solution. Happily for us, we have cultivated the virtue of tolerance—a virtue which sits over on the right hand of God—as different from the generation of Webster and Calhoun as the Texan of the twentieth century is different from the cavalier in ruffles and silken hose, as the New England manufacturer from the austere and unloving folk who landed from the Mayflower.

In many respects I think we are wiser, if not better, than our ancestors, and seeing that we inherit the substance of their work it would be strange, indeed, if we were not. Present responsibilities pervade everything. There is not time in the busy tumult and hurry in which seconds and minutes represent fortune or poverty,

to shade the eyes and peer down dim narrowing perspectives in search of vanishing forms. The belief in ghosts has faded. Common sense walks at midnight without fear of yawning graves—and we may be worse for lack of supernatural sense. But epitaphs do not teach the lesson of life; they may teach us how to die, but they can not tell us what to do. The refrain of the past is a rondo of melancholy for all that is good. It is a wail that all of the sanctified good is interred with the bones of the past.

It is the custom of each age to decry what we have and gild what is gone. If bold Dick Turpin scoured the highway, he robbed in the open, they say, and divided his loot with the poor; while, now, safely ensconced in the security of an office, his modern successor robs the widow and plunders the unwary rustic. No bread has the savor our grandmothers cooked; no mills grind the corn our ancestors ground; all the men of the past were honest and brave, all the daughters' stainless and fair!

But let it not be forgotten that if our ancestors toiled and moiled from sun to sun, and knew nothing of the fine art of cornering a market or wrecking a bank that they hung helpless old women as witches and considered it a holiday past-time. Although they professed to believe that every man should be allowed to worship God according to his own conscience, yet if he worshiped otherwise than according to *their* conscience his error was met with such gentle correctives as boring his tongue through with a red-hot iron, putting him in the stocks, and if all these measures did not suffice to crush out the latent heresy they would supplement the joyous persuasion by removing one of his ears as an impediment to religious instruction.

If I have to choose, I prefer the dance to the dirge, the whirl of the waltz to the pain of self-doomed piety, comic opera to the gloom of the Pilgrim's Progress, Prince Rupert to Praise-God Barebone. Who would want a return of the old Puritan spirit which forbade the face to light up with joy, which obliged humanity to groan in spirit at the sight of a comely face, which stamped everything as of Beelzebub unless it wore sad-colored clothes and peaked hat, talked through the nose and quoted scripture in the market-place—the fanatacism that led out poor Hester Prynne before the gaping crowd on that eventful summer morning and stamped on her breast the scarlet letter of shame. She a woman, and they called themselves

men! And from this dark and brooding hatchery came the Abolitionist and the Barnburner, "Uncle Tom's Cabin" and John Brown of Ossawatimie, honest but fanatical, and believing that they were the thunderbolts of an avenging Deity. Albeit, the men of Southern latitudes were not without fault. Tobacco culture and riding at the hounds were not productive of literature of a high order, nor of independent habits of self-support. The manor house of the planter and the hovel of the slave gave us a feudal aristocracy, but an aristocracy warmed by a heart-throb, full of the smile of welcome and human with hospitality. Its joys were dimpled with woman, its sorrows wet with her tears—she was the light and perfection of the hall and the cottage. The North was cold and austere, the South rash and impulsive, and the two tides met and mingled, and their blood has cemented a new nation to endure, let us hope, until the angel of God with one foot on shore and the other on sea swears that time shall be no more.

But if it was uncomfortable to live in those brawling and swaggering days, it does not follow that this era of science is altogether void of fault and folly. America has marched at quick-step all of the last half of the last century. She needs to halt. Her bivouacs are too short. She is tense and her nerves high-strung and some anesthetic is needed for the universal hysteria. Repose and dignified calm are wanted, and it is the scholar who can join the dance without forgetting the prayer, who can unite the hale traditions of the past with the rapid stride of the present—he and only he can bring to a tired sphere peace and rest and quiet breathing.

Every graduate has the question to decide whether he shall be radical or conservative; Girondist or Sans Culotte; Anglo-Saxon or the nervous disciple of French pamphleteers. In a country growing more populous where official responsibility is not well defined, where the vivid tones of sentiment must color the gray monotint of the law, it is not hard to decide. As society grows more compact, the orbit of each person is more limited, your neighbor treads upon your heels and duty points the way. The scholar may be conservative and not be a pallid, dingy neutral—he may be something midway between sybarite and barbarian—undisturbed by the fall of a rose leaf and too sane to wear upon his head the red cap of revolution. He may be Anglo-Saxon, stable, stalwart and sturdy, and not lack for imagination.

He can begin at the beginning by preaching thoroughness in education and standing for sound ideas; and now that every calling is being split up and subdivided into many specialties the trained intellect has become indispensable to success. As each globule of dew is said to reflect the universe in miniature, so each professional man and woman should seek to contain as much as possible of the precious lore that pertains to his occupation. A positive barrier to this result is the presence of so many colleges and academies that try to maintain a sort of paper blockade on the ports of learning. They aspire to the pretentious title of "university" and send out a lot of weaklings half-clad in a thin coat of bookish culture. The war should not cease until every usurper in the kingdom of education is stripped of his tinsel crown. The public schools of our State might be elevated by filling them with teachers the products of a university instead of institutes whose curriculum is no better than that of the average high school.

Information is not the equivalent of education unless the grapes and thistles are compeers because they grow in a common bed of earth. It is asserted with more or less exaggeration, that America has the greatest superficial area of information and the least depth of education of any learned people that inhabit the footstool of the Deity. This, of course, is not entirely true, but education consists of something more valuable than the mere piling up of knowledge swept into the corner of the brain, making the mind a jumbled crib of husks and corn. Education is drill and classification, selection and discrimination, and each faculty trained according to the understanding.

There is so much gossip fast and loose about free institutions, canal boys having been president, and blacksmiths wearing judicial honors, that the rank and file have come to believe that the possession of a pair of brogans and blue-striped overalls, and a scant knowledge of English grammar, are all that is necessary to attain to the highest office in the land. They have the comfortable trust that reading is the same as schooling and that a half-tone engraving in a cheap magazine is the highest form of art. Their manners they take from a book of forms, their literature and dramatic lore from *Munsey's Magazine*, and their politics and morals (perhaps) from the illustrated edition of the *New York Journal*. In that way they come to know the biography of Alexander the Great, how to

manicure their fingers, and acquire a speaking acquaintance with the portraits of distinguished statesmen, pugulists and actors, such as Fitzsimmons, Roberts of Utah, Croker of New York, and last but not least, some of our own rustic statesmen with their wide expanse of shirt-front, their strut and their nut-brown hair. Anything they see in print, except the law and the gospel, has the solemn seal of truth, until they reach the credulity of the pious old lady who believed that the Bible fell from heaven printed in pica type and bound in Turkey morocco.

Mediocrity too often sits enthroned in high places; gross vulgarity drives out in its coach and four; but if the scholar will assert his rights and refuse to play the rôle of the sycophant he will yet come into his own. For an inheritance I will pit Isaac Newton against any stock market that ever enticed men to gamble; Alexander Hamilton and Thomas Jefferson against all the unlettered demagogues that ever came from the county of Buncombe. Learning is the only royalty. It is the Legitimist combining Napoleonic, Bourbon, Orleanist, Stewart and Hanoverian, and all other claimants are but pretenders in the field. It is secular and sacred, temporal and divine. It should not approach the people cringing nor race along as footmen when the chariots of the parvenu rage in the streets. It has a right to the purple, and the time is come when it should cease to dress in the rags of a mendicant begging favors cap in hand. In England the scholar is in evidence in both the legislative branches. It is necessary only to mention the names of Mr. Bryce, the author of "The American Commonwealth"; Mr. John Morley, the critic and writer; Mr. Balfour, the Conservative leader, the author of the "Foundations of Belief," with the composition of which he recreated his leisure moments; and Lord Beaconsfield is as imperishable in his dramas and literature as in the statesmanship which added the East Indies to the British crown—rounded men, all, who could discuss poultry with the peasant and heraldry with the inheritor of a dukedom.

We can afford to imitate good examples whenever and wherever we find them, and lift politics to the plane of a science and make of it something better than a game of legerdemain in which the expert juggler stands the best chance to win. Real issues growing out of the evolution of events instead of fictitious ones made to gratify the thirst for office will tend much to bring about the desired result.

But after all, the faults of America are skin deep; the remedy lies within ourselves—we can dispense with the scalpel of the surgeon. Charity is an instinct with us, and conscience has made heroes of us all. Courage and courtesy flow in our veins, reaching almost divine perfection in Robert E. Lee and silent grandeur in Ulysses S. Grant.

The crisis has always been noted for bringing out the qualities which were needed to rescue the nation. It is between crises where we seem to lag, and I hope we shall not neglect small things because great events make the heroes. When public service receives the same reward as a like amount of ability expended in commercial pursuits it may be that public station will be filled by a higher order of men.

In spite of doubts and fears, schemes and schemers, in spite of politics that taint, faith in our destiny reigns supreme—faith so strong that self-sacrifice prevails over the love of life. Where in history can motives more exalted be found than those which characterized our late war with Spain? I say this knowing that it will not go unchallenged, but I say it, nevertheless, as a fact which posterity will accept when the yellow fog of party passion is lifted from the scene. Rational knight-errantry was revived in the closing days of the nineteenth century. Chivalry is not confined to the age of hauberk and steel—to knights clad in mail with lance at rest. It was a crusade of mercy—a combat between expiring monasticism and the new world of thought enlightened by scholarship. It represented the awakening conscience of humanity without which no nation situated as we were deserves to exist. The wail of mothers with babes at their withered breasts; the moans of children tottering on their shrunken limbs; men in broken voice hoarsely pleading for bread, rose above the roar of traffic and the clink of metal in the counting-rooms. We strove at first to dull our ears. It was thought to be a Brocken scene from the pen of some sensational newsmonger. Too dismal to be true! Like some great giant troubled in his sleep the nation rolled and tossed about trying to shut out the horrid vision from its slumbers; but when in the awakening of fuller knowledge those gaunt figures still stood in at our portals and pressed their faces wan and bloodless against our window lattice, rich and poor alike realized there was a duty to perform; and perform it they did, though ingratitude has shown its snarling teeth.

Much has been said of late about the perils of wealth, and the effort of the rich to shirk responsibility. Does it always do so? We shall see. The professional pall-bearers and hired mourners who are constantly decking out liberty in the trappings of woe, have startled the timid more than once by wailing that wealth had enervated the limbs of the nation—that the dollar was mightier than the sword, and that honor was an empty asset in the treasury of pride. They stand confuted. The nation has passed through the fiery furnace of war and has come out without a tinge of smoke on its garments. Banker and plow-boy stood side by side in the ranks. Wealth contributed not only money, but men. The Crœsus of Fifth Avenue, his broadcloth creased and possibly having crests on the panels of his carriage, met the terror of the plains whose armorial bearings are a six-shooter argent on which a whiskey-flask gules, and terror and tenderfoot learned the lesson of mutual respect on the hill of San Juan—that one is not all swagger and swear, and the other—well, is not so plutocratic as he is painted. In common rank and file, shoulder to shoulder, for the glory of the flag, all classes marched and faced the foe.

With the bounding pulse of vitality beating and throbbing in the blood of men ready to do and dare, there is no fear that learning will over-refine us. Fresh, vigorous thought girds the limbs with steel and laves the sentiments in the lustral waters of purification. It shuts the door on the sheeted spectre of riot and revolution—that grisly presence that sits at the feast of a free people—and inspires respect and reverence for the law.

The University, slowly, surely, visibly, is making for the good of this commonwealth. She sends out no anemic scholar feeble in bloodless theory, but the mind of the philosopher dashed with the spirit of Davy Crockett. She sends forth sweet-faced woman—the flower that grows in the oasis of every good man's heart—cultured, gentle, the evangel of purity, spreading her blend of heart and brain, conquering and to conquer human sin.

My University days are still within calling distance and some of the keen morning air of that life still dilates my nostrils and sends the blood to my cheek; its dewy freshness is yet upon me, and no stress of storm or wind will ever dry it up I trust.

The light of the University yet shines from eastern heights, the shadows still fall on western slopes, and, if in the years to come,

honors should press their bay upon our brow, when the sun of our life is far down the sky, when the messenger comes with the inverted torch, fondly we shall turn to her, and with parting breath exclaim "She was our mother."



ADDRESS

[Delivered by Dr. William L. Prather, President of the University of Texas, before the State Teachers' Association, Sherman, June 26, 1901.]

Members of the State Teachers' Association, Ladies and Gentlemen:

When four years ago I bade the representatives of the State Teachers' Association of Texas welcome to Waco, my home, I little thought that one day I should come as a member of this same body of earnest workers, to be welcomed to the homes and hospitality of another city of Texas. Recognizing the fact that these teachers represent the intellectual and moral forces which are shaping the destiny of Texas, I feel that by reason of their high vocation and their achievements they, of right, are welcome everywhere. There is no higher calling than that of the true teacher. The grand opportunity of inspiring, guiding, and encouraging the young mind and heart in the pathway of truth, as it traverses with all the confidence and buoyancy of youth the fenceless fields of thought, is a privilege equaled only by the mighty responsibility it imposes. Never in the history of the world was there committed to a band of teachers a more solemn trust than the training of the rising generation of Texans to meet the duties and issues of the new century. I believe that in point of talent, inherent strength, and independence of character, the population of Texas is unsurpassed upon the face of the globe. When to the race of heroes who founded this Empire of the West was added that noble increment of the very flower of Southern manhood and womanhood from every State of the South as a result of the Civil War (and this was supplemented by those enterprising spirits from the North and East and from beyond the seas, who come seeking broader fields for the employment of their restless energies), we find gathered within the borders of Texas a heterogeneous population possessing the highest elements of individual excellence. They need only the blending influence of a common education, and the welding power of lofty patriotism, to make

a homogenous people whose combined strength will deliver itself with momentous power upon the mighty problems of the opening century. Great as is our territory and the variety and wealth of our natural resources, greater still is the capacity of our people. We are ceasing somewhat to talk of our broad acres and our cattle upon a thousand hills, and are coming to dwell rather upon the intellectual and spiritual life of our people, and to cast up its enormous potentialities for the future of our State. We are learning to discern that the greatness of a people lies in their history and their character, and not in their lands and their railroads; in what they are, rather than in what they possess.

In fixing and maintaining the standards and ideals of this great people, The University of Texas, the child of our Fathers, born of their wisdom, endowed with their wealth and baptized with their love, must play a leading part. Texans were the first among the people of the world to declare that the failure of the government to provide for the education of its children, although possessed of boundless resources in its public domain, was a ground for revolution. In that grand Declaration of Texas Independence, which, on the second of March each year, should be read and commented upon in every public school in Texas, our Fathers declared, "It is an axiom in political science that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty or the capacity for self-government."

This clarion note of liberty, clearer than was ever sounded in the Declaration of '76, was defiantly uttered in the face of an invading foe vastly superior in numbers and equipment. Its authors boldly declared to the civilized world, in the conclusion of that great declaration of human rights, that, "Conscious of the rectitude of our intentions, we fearlessly and confidently commit the issue to the Supreme Arbiter of the destinies of nations."

Fifteen days after that declaration was made, the first Constitution of the Republic of Texas was signed, wherein it was provided: "It shall be the duty of Congress, as soon as circumstances will permit, to provide by law for a general system of education," and Texas sent forth her statesmen from the council chamber to enforce upon the field of carnage her demand for the education of her children. This declaration in behalf of education is without a precedent in the history of nations. It was no idle declamation, but the utter-

ance of a profound economic and philosophic truth. The framers of that declaration of advanced human rights, were scholars and statesmen who had studied and interpreted wisely the great lessons of human history. After the cruel butcheries of Goliad and the Alamo had been avenged upon the field of San Jacinto, and the smoke of battle had cleared away, President Lamar, himself a scholar, a patriot, and a statesman, and to whom perhaps the cause of State education in Texas owes more than to any other man, sent his first message to Congress in 1839, urging the establishment of a general system of education in obedience to the command of the first Constitution of the Republic of Texas.

A few sentences from that striking message will not be out of place here: "If we desire," said President Lamar, "to establish a republican government upon a broad and permanent basis, it will become our duty to adopt a comprehensive and well-regulated system of mental and moral culture. * * * It is admitted by all, that cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue, is the noblest attribute of man. It is the only dictator that freemen acknowledge and the only security that freemen desire. The influence of education in the moral world is like light in the physical, rendering luminous what was before obscure. * * * Without its aid, how perilous and insufficient would be the deliberations of a government like ours! How ignoble and useless its legislation for all the purposes of happiness! How fragile and insecure its liberties! * * * Cultivation is as necessary to the supply of rich intellectual and moral fruits, as are the labors of the husbandman to bring forth the valuable productions of the earth. * * * Lose not the present auspicious opportunity to provide for literary institutions, with an influence commensurate with our future destinies. * * * Our young Republic has been formed by a Spartan spirit. Let it progress and ripen into Roman firmness, and Athenian gracefulness and wisdom. Let those names which have been inscribed on the standard of her national glory, be found also on the page of her history, associated with that profound and enlightened policy which is to make our country a bright link in that chain of free States which will some day encircle and unite in harmony the American continent. * * *

"The present is a propitious moment to lay the foundation of a

great moral and intellectual edifice which will in after ages be hailed as the chief ornament and blessing of Texas. A suitable appropriation of lands for the purpose of general education, can be made at this time without inconvenience to the government or the people; but defer it until the public domain shall have passed from our hands, and the uneducated youths of Texas will constitute the living monument of our neglect. To commence a liberal system of education a few years hence may be attended with many difficulties. The imposition of taxes will be necessary. Sectional jealousies will spring up; and the whole plan may be defeated in the conflict of selfishness; or be suffered to languish under a feeble and inefficient support. A liberal endowment which will be adequate to the general diffusion of a good rudimental education in every district of the Republic, and to the establishment of a university where the highest branches of science may be taught, can now be effected without the expenditure of a single dollar. Postpone it a few years, and millions will be necessary to accomplish the great design."

These were words of prophetic wisdom. Not infrequently is it said of the Texas Fathers that "they builded wiser than they knew," but no man who has studied their history or is familiar with their achievements will make this statement. They were wise and great men, and, freed from the shackles of ancient customs and prejudices, their keen foresight penetrated the mighty future and saw the possibilities, when a race of free men, "heirs of all the ages and foremost in the files of time," should possess this goodly land with its boundless resources.

That message of President Lamar to Congress was a trumpet call to duty, and nobly did they respond by passing an act providing for a general system of education, and set apart from the virgin soil of Texas four leagues of land for the establishment of an academy in each county, then or thereafter organized, and fifty leagues for the establishment of two colleges or universities. The bill, as reported by the Educational Committee, gave twenty leagues of land "for the establishment and endowment of two colleges or universities," which were "hereafter to be created, one to be established in the eastern and the other in the western part of Texas."

On consideration of the bill, "twenty" was changed to "fifty" leagues, and the language, "one to be established in the eastern and the other in the western part of Texas," was stricken out by Con-

gress, leaving the phraseology "two colleges or universities," until 1858.

Senator Louis T. Wigfall, in his report as chairman of Committee on State Affairs to the Seventh Legislature, in which it was recommended that one university be established, states that his "Committee is informed upon good authority that the appropriation to two institutions was not made with a view to establish two for young men, and thus make the institutions sectional. The idea was suggested, but was indignantly frowned down by the patriots of that day. The word 'two' was retained, that one might be established for each of the sexes, should it afterwards be deemed expedient."

Thus we see that the Texas Fathers considered the rights of women to higher education even at that early day, and when the act was finally passed in 1881, organizing the university, I glory in the fact that it was there written that women should be admitted to its halls upon equal terms with men. They are the makers and keepers of our homes and the hope of our rapidly advancing civilization.

That report of Senator Wigfall clearly indicates the purpose of our Fathers in providing for a university. It states: "It is deemed expedient to dispense with the faculty of theology, for the obvious reason that its establishment would involve the necessity of deciding upon the orthodoxy of the different sects into which the religious community is divided. All are tolerated and protected. None can be encouraged, or established by law. It is believed, however, that all will be greatly benefited by the establishment of a university.

* * * The religious sects, by establishing in the vicinity of the university, a theological college, in which is to be taught its peculiar tenets, will be saved the expense of employing professors of languages, history and sciences, which are necessary to be studied and understood by those who are to expound the Scriptures. This great advantage, it is believed, will soon be seen and appreciated by the different religious sects in our country. Churches will rapidly be built up near the university, and thus, without any invidious interference on the part of the State, ample opportunities will be offered to all who attend it, to worship God after the dictates of their own consciences.

"By establishing a university instead of a college, great advantage will be offered to all, both the rich and the poor. No particular course of study will be prescribed; no procrustean rule established;

no impracticable efforts will be made to prepare all for every pursuit in life, but each may be fitted for any he may desire. * * *

"To establish even one university, which will be of any practical benefit to the people, the outlay must be large. What is called economy is often extravagance in disguise. Parsimony is always so. * * * 'Niggardliness is not good husbandry.' State pride forbids the idea of establishing an institution not commensurate with the vast resources of the State. The lectures should be free to all citizens of the State. No monopoly of learning should be secured to wealth. The funds we are appropriating were purchased by the blood of the heroes of our revolution. * * * Your committee would regret to see the descendants of one who perished at Goliad or in the Alamo, excluded from an institution of learning, founded by the State from the very fund furnished by his blood, into which the son of a fortunate land speculator could buy his own way. * * * Texas should be a unit. No friendships are so lasting as those formed in early youth. No ties so binding as those of college life. The chum is a brother, not of accident, but of choice. Then let us bring our youth from the East and the West, from the North and the South, and educating them at one common institution, teach them to feel that they are Texans. When their hearts are most susceptible to impressions allow them to form friendships which will last with life. When they meet upon the great theatre of action let them meet like brothers. Establish two institutions and you will already have formed two States. Those who have been educated out of a common fund will meet in your legislative halls like strangers, they will feel like strangers, they will act like strangers. * * * It was not for the East or the West that the blood of our patriot heroes was shed in 1836. It was for Texas that they bled, her independence, her glory and prosperity."

The preamble to the act of 1858 establishing one university, recites that from the earliest time it has been the cherished design of the people of the Republic and the State that there should be established within her limits an institution of learning for the instruction of her youths in the higher branches of learning and in the liberal arts and sciences, and to be so endowed, supported and maintained as to place within the reach of her people, whether rich or poor, opportunities for acquiring a thorough education. Also that this institution should be the means whereby the attachment of

the young men of the State to the interests, the institutions, the rights of the State and the liberties of the people might be encouraged and increased. The preamble, which accompanied the article in our present Constitution, providing, "The Legislature shall, as soon as practicable, establish, organize and provide for the maintenance, support and direction of a university of the first class," when introduced in the constitutional convention of 1875, recited that "From the earliest period of Texas history the people have, through their representatives, repeatedly expressed a cherished purpose to establish within the State an institution of learning of the highest order, * * * to place within the reach of her sons, whether rich or poor, an opportunity of acquiring in Texas a thorough education in the classics and in all the branches of the liberal arts and sciences, * * *" and that "such an institution will bring together a large number of young Texans in a common field of continuous intellectual labor, thereby tending to encourage a love of Texas, her history and her institutions."

From the foregoing historical statements, it is seen that Texas, from the earliest days of the Republic, has clearly announced and steadfastly adhered to the wisdom of a system of education by the State, and this is now the fixed and irrevocable policy of the commonwealth. At first the State's provision was only for the indigent, but later the blessings of education came through our system of free schools, alike to the rich and poor. Provision for a State system of education has been wisely imbedded in every constitution of the Republic and of the State. Our fathers made munificent appropriations for public free education, and wisely determined that the permanent endowment by means of our lands should constitute a perpetual fund, the annual income from which should be available for all time, to supplement the contributions of each succeeding generation for free education. The people of Texas have practically dedicated one-half their public domain to the cause of education, and where can a parallel be found for such liberality in the history of nations? Every child born upon Texas soil, as his birthright, shares in this inheritance for free education. It is a priceless heritage for which the blood of heroes was shed. It comes as a blessed benefaction to lighten the burdens of taxation to each succeeding generation in Texas, and will go on forever.

Every child who is a beneficiary of this public school fund, should

know its history and be taught the obligations he owes to the State and the community which provides for his education. He should be made to understand that benefits and privileges always impose reciprocal obligations. As Robert Browning wrote amid scenes famous in his own land: "Here and here hath England helped me—how can I help England?" Oh, teachers of the public schools, point each pupil to this glorious past and demand of him that he will help Texas! I feel that this heroic past is the one thing we must not let slip in the education of our youth. These are the bonds which weld a people and give them unity and power. The record of Texas is unique. Texas *first* among the English speaking race, abolished imprisonment for debt; in the administration of remedial justice in the courts, Texas *first* abolished all distinctions between law and equity, and gave the right of trial by jury in cases in equity as well as in law; Texas *first* established the true equality of woman with man, by recognizing her separate and community rights of property; Texas *first* evolved for the protection of the family the great idea of the homestead and exemption laws; and finally crowned these everlasting triumphs by laying broad and deep the foundation for the free education of the people. Texas alone among the States of this Union achieved her independence single handed; Texas alone had a separate national existence. My countrymen, it is something to have a history all your own; and such a glorious history! "Athens had her Marathon, and Sparta her Thermopylae; but San Jacinto rivalled the one, and the Alamo excelled the other; and both legends blaze proudly on the stainless escutcheon of Texas."

Our safety as a people demands a wise and vigorous effort to educate the masses to an intelligent appreciation of the blessings which we as freemen enjoy. Teach the children of Texas from the primary grades in your public schools to your University, to honor and love the flag of their State, because it represents the government which has given them an education as an inheritance. On Independence Day of each year, let the flag of our fathers, the Lone Star flag of Texas, be raised upon every school house throughout this mighty commonwealth, as an object lesson, proclaiming to mankind that in our schools abideth our hope, and that here are the fortresses of our strength as a free people. On all public occasions at the University of Texas the Lone Star flag proudly floats from the

eastern and western towers of the building, while above them from the central tower, grandly waves the glorious stars and stripes as the emblem of our nation. To this great center of learning, planted at the capital of the State, and to our public schools, we must largely look in the future for that stalwart and vitalizing American sentiment which shall not only withstand, but shall quickly transform and assimilate the uninstructed foreign population now flocking to our shores. I do not mean to say that private and denominational schools will not do their full share in cultivating this patriotic spirit—indeed, if the influence of the illustrious spirits of a Mood and a Burleson still lives, I know it will be done; but it is pre-eminently the business of State schools to guard with jealous care the ideals that gave her birth, and by which her sovereign power is regulated and perpetuated.

A free State university at the head of a State system of free public education is an evolution of the best western thought, and is the noblest civic achievement of the commonwealth. The State university should be the great central institution of learning, which, like the well regulated clock of some grand old cathedral, should furnish a standard by which all other time pieces are regulated. As the planets revolve round the sun and borrow their light and lustre from this great luminary, so the subordinate schools should derive their culture, their standards and tone from the University. The true university is a perpetual fountain of pure and noble ideals. As the University grows, its magnetic life should permeate every district school and be an inspiration and blessing to all good learning. There should ever be the closest and most harmonious relations between the University and all the educational agencies of the State. The system of elementary and secondary education should culminate in the University. The University is dependent upon the secondary schools for the preliminary training of its students, and these schools are dependent upon the University for their standards and ideals. Neither can dispense with the other any more than the head can do without the body, or the body without the head. The efficiency of the secondary schools and of the University can be greatly increased by a closer correlation of their work and a judicious limitation of their respective spheres of teaching. It was the original purpose of our fathers to establish the county academy for intermediate instruction between the common schools

and the University, and for this purpose the Republic and State gave the four leagues of land to each county. The city high school during the past twenty years has sprung up to fill this need. Its standards and courses of study depend largely upon the local educational authorities, and thus lack of uniformity becomes a serious impediment to progress in education, and necessarily results in great waste of energy upon the part of teachers, and of money on the part of the people. If the State permitted the tax assessor and collector of each county to inaugurate his own method for levying and collecting taxes it would soon be without any system and bankruptcy would follow. Under our Constitution the Legislature is charged with the duty of providing an efficient system of education for the people, and it would seem to be the part of wisdom that some efficient instrumentality should be created by it, which should devise a more closely correlated, effective and economical system.

The University, upon request, has sent the members of its Faculty throughout the State to visit, inspect and affiliate these high schools, until now ninety-eight schools are affiliated with the University. The terms of the affiliation require that the school shall not only attain, but shall maintain certain standards prescribed by the University, in order that its graduates may be admitted to the University without examination.

The purpose of the State in assuming control of the education of its children is to prepare them for all the duties of citizenship. In a "government of the people, by the people, and for the people," the people must be educated. Intelligence and virtue must be enthroned at the ballot box of a free people. The right of the government to tax the rich for the education of the poor, rests upon the fact that the government by the people must be administered by the rich and poor alike for the protection of property, liberty and life. This is the cornerstone upon which free education rests. This is the foundation of true democracy. If it be true that "the arrival of democracy is the fact of our time which overshadows all other facts," the very incarnation of true democracy is found in the modern State university. A university for the people without distinction of rank is the regenerating thought of the new world. The State university is the child of democracy. It is today the living embodiment of democratic ideals, and is a powerful factor in promoting their progress. History teaches that the progress of the race

is toward human freedom, and because there is an indissoluble connection between intelligence and liberty, the people have decreed that institutions established to preserve, disseminate and advance the intelligence of all classes and conditions of men, shall be controlled by the whole people. It would be contrary to the spirit of the age, it would violate the doctrines for which, in America, money and toil and blood have been lavishly poured out, to entrust to any form of aristocracy or to any partisan, individual or corporate control, the education of our whole people. The State school, like the State itself, must be free from the domination of sectarian or political influence, in order that all the youth, regardless of church or party name, may enjoy the inalienable right of a liberal education. The University of Texas encourages and stimulates true democracy by recognizing the values of all studies that have reached the plane of the liberal arts, by its efforts to improve the public schools by maintaining a school in which men and women are trained for really professional service in teaching, and by opening its summer school and giving the use of its laboratories and equipment to the teachers of the State that their usefulness and power may be increased. It shows a democratic spirit in the freedom of teaching granted to members of its faculties. This spirit is, furthermore, manifested in the government of its students, who are taught to be self-regulating, and self-respecting, and are allowed the largest personal liberty, consistent with the rights and interests of their fellows, but always subject to law. While hazing, hoodlumism, loafing, etc., are excluded, all the freedom that an honorable person desires, is granted. Of the 815 students matriculated at the Main University during the past session, 268 earned the money to pay their way, 47 earned it in part, and 146 did work while at the University to support themselves.

In all its work the University, like every other democratic institution, is the ally of true religion. All learning relates either to the phenomena of this world, which is God's world, or to the phenomena pertaining to man, who is God's creature; and, therefore, all true learning is sacred, and its spiritual influence is questioned by none but the feeble-minded, or those who, for selfish reasons, are willing to trifle with the truth. The University is, of course, non-sectarian; but while it inevitably comes into conflict with superstition and bigotry, true religion will never regard it with

fear, for true religion has nothing to fear; on the contrary, has all to gain from the propagation of truth. Has not the greatest religious teacher of the world said, "Ye shall know the truth, and the truth shall make you free"?

My friends, the destiny of this State is largely in the hands of those 16,000 teachers who have buckled on their armor and are going forth to train the 750,000 boys and girls of Texas. This is a grand army of progress whose numbers will swell, whose usefulness will increase, and whose triumphs will multiply with each succeeding year of the new century.

If your labors shall be hallowed by a supreme love for Texas, her history, her people and her institutions, and can be free from that dwarfing selfishness which destroys patriotism and dries up the fountains of love for learning and humanity, no foresight can predict the future of this glorious commonwealth. May the heroic spirit of our fathers, who in every sacrifice they made, in every gift they bequeathed to the cause of education, unselfishly planned, not for themselves, but for all the generations which should follow them, descend upon you and stir your hearts to glorious deeds.

"Our Father's faith
Let us keep 'till death;
Their fame in its cloudless splendor;
As men who stand
For their mother-land,
And die, but never surrender."



MODERN LANGUAGE TEACHING IN THE EDUCATIONAL
INSTITUTIONS OF TEXAS: SOME THOUGHTS
CONCERNING ITS PLACE, PURPOSE,
AND DIFFICULTIES.

[Read by Miss L. M. Casis, Adjunct Professor of Spanish, before the State Teachers' Association, at Sherman, June 27, 1901.]

Fellow Teachers of the State of Texas:

The motives which bring us together here are one great common interest made up of special interests, and the desire to express our faith that we are but parts of one great whole. Mindful of this,

and therefore feeling that in reality we are not strangers, I wish first to extend to you a particularly hearty greeting in behalf of the Schools of Modern Languages of the University of Texas, to the Faculty of which I am proud of belonging, and also to express the pleasure it affords me to stand before you.

It is my desire today less to enter into a specific treatment of particular points, than to say a few words about the general place, purpose, and difficulties of modern language teaching in Texas, as the same have presented themselves to me in the course of teaching. These remarks are, therefore, made very simply, and somewhat informally: as a teacher, and, as such, very conscious of my responsibilities, I desire to appeal to fellow teachers. Thus, it is not my intention now to discuss formally methods of teaching modern languages, and the relative value of such methods, yet, naturally, in seeking to outline what I believe to be the purpose and place of the modern languages in the educational institutions of Texas, some consideration of the ways and means best adapted for bringing about our aim and realizing our ideals, is not only justifiable, but even necessary. Perhaps in hardly any other branch of the curriculum are new ideas advancing more rapidly, and in few others is it as difficult definitely to crystallize and clearly to put into practice what is best in the onward movement. Now, from our own standpoint, surely nothing is too good for Texas, and it is well worth our while as Texas teachers to endeavor to raise her standards as well as to satisfy her educational needs. We are a young people, with pure well-springs of activity, and filled with living strength and living hopes, and in choosing from the vast body of world-experience, it becomes us to cull from it for our children wisely, giving them what they will best be able, by native energy, not only to make theirs with profit, but to convert into sources of new life. They must not learn to spurn tradition, yet they should have access to all that is best in what is new; their hearts shall beat high for their native land, yet all that is human shall find response in them. Thus the educational plans of Texas teachers, thoughtfully providing for the best interests of her children, will not only keep abreast with what progress dictates, not only welcome new ideas, if just, but will strive, while giving every honor to the truth-seeking spirit which elevates true scholarship far above the merely material plane, to prepare all as far as possible for the best performance

of the duties which make up what we call "practical life," avoiding both extremes: the purely theoretical as well as the standpoint of mere expediency. In a plan of education inspired with such a desire, the modern languages legitimately find a place, for their practical value, for their value as an instrument to the specialist and investigator, for the broader outlook and deeper sympathy in which their thorough study results, as well as for the training they can be made to afford and the ethical and æsthetical fruits to be reaped from the study of at least some of their literatures. In several of these connections, notably in the last, German possesses a paramount and universal interest. The modern languages, then, deservedly have a place in our institutions, and should have it for a well-defined purpose.

As to methods, they are many, and in most of them there is at least some truth. The teacher should manage the method, never let the method manage him, for, though it is right to be alive and awake to suggestions, every teacher must, if I be allowed reverently to use the expression, work out his own salvation and that of those in his care, in every particular. It may not be out of place to commend to every teacher of modern languages who enjoys suggestion and reacts to it, "*A Practical Study of Languages*," by Henry Sweet, published by Henry Holt & Co. Those who have read it will, I feel sure, agree with me that it arouses thought and fresh effort. The "*Methods of Teaching Modern Languages*"—a collection of papers on this subject by recognized authorities, published by D. C. Heath & Co., and the "*Report of the Committee of Twelve of the Modern Language Association of America*," are also valuable to those interested in such discussions. Perhaps, after all, no one method, unmixed, ever accomplished the best result, and perhaps one of the chief considerations is definiteness in applying the methods. So many things must be borne in mind as to particular conditions, that the teacher must take upon himself the task of meeting the situation. There comes to my mind a little story, well-worn, but so full of truth, that though it is doubtless familiar to many of you, I shall here repeat it, that little story of the British artist who, when asked by a brisk and dashing young dilettante with what he mixed his colors, replied "With brains, sir." I shall be told that indeed the teacher of every subject needs, every moment of every day, to mix his methods "with brains," with common sense and tact.

True, but pre-eminently the modern language teacher, for in the case of his subject, added to every other aim, there is the legitimate demand, more or less directly formulated, for rapid, precise, practical results. Present the subject as we may, if we are honest we must confess that in most cases this is the real cause of the vital interest the modern languages possess. Yet, side by side with this, we have the fact that we live in an age which acknowledges that, while each subject has its own particular value in education, all may be so taught as to train the learner to do and to think. It is probably true that there being two sides to language-study, a special facility for the practical learning of a language frequently does not imply the highest intellectual development; still, it remains likewise true that, as far as training goes, the study of a modern language can be so directed as to cultivate an intelligent, systematic, honest, wide-awake mental attitude—one of the most precious fruits of education—habits of observation and of orderly thinking, and particularly a readiness of the associative powers which must prove valuable to its possessor. Therefore, I think, it is not too much to say that, as a High School, College and University branch of the curriculum, the modern languages have as good a claim to a skillful, well-trained, interested and interesting teacher as any other branch taught.

Still, this does not change the plain fact, which we must meet, that, if they are to keep their place in our schools, these languages must be so taught that their practical advantages shall be reaped. If that could not be done, it were better, doubtless, that the language training for mental discipline and growth should all be given in the mother tongue of the pupil and in Latin, except in so far as comparative study might be used to extend language experience, and in the case of those students who would proceed far enough in the study of a modern language to add to their interests by understanding the spirit and beauties of its literature. This would limit attention to those modern languages whose literature possesses most universal interest and the highest intrinsic merits. But if, as can certainly be done, practical results can also be reaped, then any modern language which has a vital hold on the life of a people, is a proper object of study in its colleges. Only, to obtain this under the present conditions of large classes and limited time, likewise,—may I say so?—owing to the vagueness of ideas prevailing with

respect to the subject, is no very easy task for the teacher, and takes more prolonged application on the part of the student than he is usually willing to give.

From what I have said it is probably clear that my own belief is, that, to justify its place in a Texas university or college, a modern language can best be taught by combining systematic practical methods with teaching from the standpoint of grammar and literature. This, then, is the task before the teacher, and, as I said before, I think it is the right of Texas to recognize, and, at the earlier stages, even emphasize the practical need.

Granting the place of grammar in such a college scheme does not prevent the confession that we frequently teach too much grammar at too early a stage. After a long experience with large and small classes of students of various ages, I have come to the conclusion that in school or college or private class, if, as should be, the language itself is the aim, the learner ought first to approach the living language by reading aloud, by being read to, and by making himself master of connected expressions having interest—not words alone—which he ought to repeat and vary until he has new language-association and a definite and accurate though necessarily limited, working vocabulary in conversation and in writing. It is needless to say that the ordinary grammar and exercises will not alone enable the student to accomplish this. At this stage pronunciation is of paramount importance and here too a combination of methods is useful. With the pupil whose ear is not quick, and, indeed, with all pupils, the teacher who has a knowledge of phonetics will probably have the advantage, though the formal use of phonetics should, I believe, be subject to the discretion of the teacher. Individual drill is indispensable in teaching the pronunciation.

After these first steps which will take more or less time, the pupil is ready to read a great deal, extending and using his vocabulary, orally and in writing, and to proceed to a careful study, at first by induction, of the grammatical principles of the language. One point which seems to me essential, as the result of actual trial, is the importance of persuading the pupil to practice daily aloud, individually, and if possible about fifteen minutes at a time, two or three times every day. Those pupils who respond to the appeal, are soon convinced of the value of the method, but the mechanical

part of the practical acquisition of a modern language gives the greatest difficulty to both teacher and pupil in the case of adult or nearly adult students. Herein consists one great advantage of the small class: the teacher can superintend the individual practice as he cannot when there are thirty or more in the class. In the latter case the individual members, to achieve the best results, must be faithful and untiring, as well as intelligent, in carrying out all suggestions made as to the mechanical part of this practice.

The experience of every teacher will enable him to bear me out in the statement that, except in individual tuition or in small classes, this difficulty is a real one, and this is probably one reason why many well-meant efforts at practical methods result in a very indefinite, hazy kind of smattering which often hurts a student, hindering him in future progress, particularly when it has induced him to believe that he knows more than he really does. This extreme seems as bad as or worse than excess of grammar. The practical part of the work must be very definite, and must actually and with determination, cover one piece of the ground after another, using constant repetition and variation, if it is to achieve real results. Translation may be, I think, a hindrance as well as a help. It is very useful at a later period, and I have had to use it, I confess, in large classes to test preparation rather more than I think is best, but as a rule, at a very early stage, the less the learner thinks of the English, the sooner he will be likely to speak the language studied. Re-translation of passages which have been put into English is, however, a good exercise at a somewhat later stage.

A large amount of easy and interesting reading, of which the vocabulary is constantly used, generally proves a good early exercise.

It will also be found useful as a basis for grammar work, preceding, accompanying, and as a review of the formal grammar. This reading should likewise be largely used as a basis for oral and written reproduction. This is an excellent exercise. Material for such reading is available, and is becoming more so, in form to suit various classes. There are readers of the most modern kind, and collections of short stories having an intrinsic literary value, and it has been a wise move that has relegated the classics to a later period, when they can be enjoyed for their own sake.

A pupil prepared by such methods and brought to the point where

he can read the language with real pleasure, and express himself in simple language without thinking every word out first in English and translating therefrom, can profitably proceed to a more detailed study of the principles of the language and also to its literature and literary history. At this stage these can be made very interesting and of high value, particularly if the pupil is one who has received thorough language training in his own mother-tongue, and, if he is studying a Romance Language, in Latin. And here I crave pardon for a seeming digression: If a language student intends to apply himself to a prolonged, scholarly linguistic study of any of the Romance Languages, let him by all means be well-prepared in Latin. His task will thus not only be materially lightened, but he will get the linguistic training in a far superior form, since the Romance Language grammatical principles are but derived and evolved and varied from the Latin. Of course I am here speaking of the student who wishes to add scholarship to the practical advantages, whatever his ulterior aim may be. German, on the other hand, has always seemed to me admirably adapted for teaching the grammatical principles, and, though I know that many will disagree with me, and though I advance the statement wholly on my own responsibility and in perfect modesty, my own experience and that of others has brought me to the opinion that, thoroughly taught, German might well be recognized, for certain students, as an equivalent, complementary to the linguistic training in their mother-tongue, for Latin. Though itself a modern form, German seems to me sufficiently independent and difficult in its construction, to afford very advantageous language-training.

Thus, then, I would have, if I might, the modern language or languages taught in the High School, College and University so as to offer, first and to all, the practical advantages of the language and its fundamental principles, and later according to individual desires and needs the possibility of a scholarly insight into the language and literature, together with an ever-growing mastery of the living language itself. I would let the student all through his course, seek every possible opportunity of hearing and speaking the language, and of reading, not only the best classical literature, but good periodicals, stories of every-day life, and even newspapers, and, if possible, I would let his early composition-work embrace a great deal of reproduction, letters, easy descriptions, and short

notices and newspaper articles. Naturally, when the High School offered instruction in a modern language, the first and more practical stage, with fundamental grammar only, would fall into its curriculum. I should even like to see all High Schools offering at least one modern language, probably, here in Texas, German or Spanish, according to the locality, as one of the possibilities in their scheme, but, at the same time, frankly spoken, better no modern language at all taught than time and energy wasted in a semblance of studying one because, forsooth, it is the fashionable thing to do. We have already had too much of this nonsense, and I believe all earnest teachers will agree that it behooves us to set all the earnestness of our purpose against it.

While speaking of the modern languages below the College or University, though I do not wish to be considered radical, I would like to say that, owing to the mechanical difficulty, adults and pupils nearly grown usually find in learning to speak a language, unless they have to do it, as under favorable conditions in the foreign country itself, where they hear the language on all sides and, half-unconsciously, their mental attitude is thereby influenced. I personally believe that we would have better modern language students if the children of the grammar grades were at some time, informally, taught to read the language preferred, by means of the charming readers and story books now available, and by easy language lessons. I shall probably be told that this is often impracticable, and that there is too much else to be done, but I assure you from experience that it is such a delight to teach children of ten or twelve a language in this informal way, and their future language work is so materially lightened, that I may probably be pardoned for believing in it with all my heart. They are just at the right stage for the purpose. I should very much enjoy actually learning to what extent, and with what success, this is being done in the State. I know of a few schools that do it.

Local condition in Texas will probably for some time generally limit French to the University and higher colleges, but there it should not be neglected, and, though I can only do so in passing, I desire to make a plea for its encouragement. Without such encouragement it may suffer, and it should not. In time, it should extend to the Preparatory Schools.

Though some of the difficulties of modern language teaching have

been indicated, let a few be formally specified here. There is much waste of effort in the teaching of modern languages in Texas. If courses were better defined and there were more prepared teachers, probably results would be better. Though we have passed beyond the stage when it was thought that any foreigner at all could make a good language teacher, the State is not yet, I am afraid, quite ready to require from the modern language teacher careful preparation, and then to give him his due. The growing interest in foreign languages is remedying this. Correlation is needed between the teaching of modern languages in the University and in the other colleges and the schools. The interest evinced in the study of modern languages at the University may be illustrated by the fact that at present we have at the University one professor and one instructor in German, an instructor in French, and an adjunct professor and assistant in Spanish, with, last session, 206 students in the German classes, 60 in the French, and 120 in the Spanish. Already several high schools and colleges are giving Modern Language courses; it will soon be possible for many to offer at least German, and in some districts Spanish, and every step for spreading the intelligent study of the modern languages in the high schools and preparatory schools of the State will help to raise the standard at the University. The larger the number of well prepared students in German, French or Spanish, the more stress can be laid on the development of the higher classes, and then more students will continue long enough to acquire thorough and lasting knowledge, a thing attended by certain difficulties, when they have little or no outside opportunity to keep up their knowledge. This constitutes another difficulty: unless people experience it in themselves, they do not often reflect how easy it is to lose the practical command of a language by want of exercise, and while they hardly expect to remember so closely other subjects studied, they do frequently seem to believe that the very short study of a modern language will suffice to give them a lasting hold upon it. I am speaking to fellow teachers who will understand the spirit in which this is said. As a body, I believe modern language teachers must take upon themselves, while always ready considerately to admit just claims, to help to correct misapprehension concerning their specialty. There is another difficulty of which, in all gentleness, I would speak. Owing to the practical side and peculiar nature of the subject, it is easy for

all interested, easier perhaps than in most other branches to desire—and they mean well—to indicate constantly to a modern language teacher what he should do. This is a source of difficulty, though it may ultimately prove an advantage. A modern language teacher must therefore, almost more than any other, strengthen his methods so as to make his results his best justification. With intelligence, kindness, determination and tact, he will succeed. Lastly, students only too often take up a modern language as a mere side issue, and this disposition should be fought against untiringly and unceasingly.

It is my desire to conclude with some specific remarks concerning Spanish, which I have the pleasure of having under my charge at the University of Texas. Here I shall more than ever have occasion to refer to actual conditions and to the local needs which must tend to modify the plans of the teacher who would strive to produce the greatest good. I need not say that I have to speak with affection of Spanish, since that is my own special subject, but I shall beg your permission to unfold, as I proceed, some of the plans and hopes connected with what will, I trust, be done in the near future for Spanish in the University of Texas, and in these plans I heartily desire to enlist the interest and co-operation of my fellow teachers in the State.

Owing to the growing relation between American and Spanish-speaking people, to the geographical position and historical associations of Texas, to the connection of interest sprung out of the Spanish-American war, and to the fact that there is a large open field in the neighboring Republic of Mexico for active young Americans, the teacher of Spanish in Texas has an inestimable privilege: his scholars come to him with a live interest in the subject, and a great willingness to learn. This is, of course, a great advantage, and as we are on the rising tide in this respect at the present time, it is evidently a matter of real importance to meet the responsibility and prove equal to the occasion. In other places a School of Spanish in a college is a minor one, entirely subordinate to the interests of French and German; here this is not the case. Never would I wish to make mere expediency supersede higher interests, yet let me plead again for offering living interests to our young people. Five years ago there were about forty students studying Spanish at the University; last session, as I have stated, the number was 120.

There can be no doubt to those interested concerning the place of Spanish in the college curriculum of Texas, but it must be equally evident that the reasons for making all modern language teaching practical are doubly cogent in the case of Spanish in Texas. Though Spanish literature is wider in scope and more interesting than is usually believed, it lacks universal interest, and, at least here in Texas, the chief need and desire is to possess the language for the numerous practical purposes of the merchant, the lawyer, the engineer, and others. Yet here likewise the University and colleges have more than merely this to perform: they must present the opportunity of doing scholarly work, and stand for the scientific study of the language, for Texas should have the ambition to train for herself and Mexico well-prepared teachers with a thorough knowledge of both English and Spanish. In this connection, the study of Spanish should be correlated with that of Latin and French. Last, but not least, and most important in the scientific work and original investigation to be accomplished in Texas and by Texas, comes the use of Spanish as an instrument in the study of the sources of Southwestern history. A wealth of work is still undone on this direction, and Texas actually possesses an immense treasure of manuscript historical sources in Spanish, while many others are accessible. Not only does the study of the history of the State then need Spanish for working purposes, but for the Texas scholar there is a great field in which, by expert work of publication and translation, he may make real contributions to Southwestern history.

All these just claims, therefore, come before the schools of Texas, and particularly before her colleges, and the young and struggling but hopeful School of Spanish in her University. To obtain the results desired, there must be offered a course of teaching embodying three main purposes: fulfillment of the practical needs of students, while not neglecting true University teaching; pursuance of higher courses in language and literature for those who shall teach, and the training of competent translators.

I thank you for your attention and bespeak your kindest interest and sympathy in this movement. In the carrying out of all these purposes, the best results will be reached when one spirit animates all our educational institutions.

THE LATIN COURSE IN THE PUBLIC SCHOOLS.

[Read by Dr. D. A. Penick, Instructor in Latin and Greek, in the University of Texas, before the High School Section of the Texas State Teachers' Association, at Sherman, June 27, 1901.]

It is assumed in the preparation of this paper that Latin has a place in the public school curriculum; that there is no question about its holding that place; that the only point at issue is, how to make the most of the Latin course, how to make the course valuable in itself and a sufficient preparation for entrance into the University.

In the first place, how is a Latin course in the secondary school valuable in itself? A complete answer to this question would involve a discussion of the point whether the presence of Latin in the secondary school is both justifiable and justified, which is undesirable at this point, nor is there time for it, so I content myself with a brief summary of the arguments presented in two excellent books which I heartily commend to all teachers, especially to those engaged in classical instruction: *Some Observations of a Foster Parent*, by John Charles Tarver; and *The Teaching of Latin and Greek*, by Bennett and Bristol.

We pass over certain argument about the beauties of literature and the value of a first-hand knowledge of the language which recounts so much of the world's stirring history, all about "Emperors and Popes and the great civilizing organizations which worked under their names," because such arguments do not appeal to the great mass of practical howlers.

But alas! These same clamorers for bread and meat studies will be appalled at such statements as the following from Mr. Tarver:

"My claim for Latin * * * is simply that it would be impossible to devise for English boys a better teaching instrument."

"The acquisition of a language is educationally of no importance; what is important is the process of acquiring it." In no sense is a man necessarily a linguist who has a speaking command of some half dozen languages; in fact, he is inferior to the man who knows one language. "As we learn Greek or Latin, so that we may be prepared to learn something else, their position is likely to be main-

tained." "The one great merit of Latin as a teaching instrument is its stupendous difficulty." There is nothing more taxing and so nothing which better develops the mental faculties than getting the exact meaning of a difficult Latin sentence and expressing that meaning in good idiomatic English. In view of this fact the use of this teaching instrument cannot be universal: some people must be denied the privilege of such training, and restrictions must be made as to the conditions surrounding such training, e. g., the teacher, the mental ability of the pupil, the size of the class. The subject is one which not only arouses the interest of the teacher, but also taxes his ingenuity, the successful teacher, of course: and be it said that Latin poorly taught is worth no more to the pupil than anything else, if as much. The class of learners must be small, the smaller the better, and the younger the learner the better, from ten years up.

Let me at this point answer in the words of Mr. Tarver some of the ubiquitous and omnipresent cavillers and advocates of the subjects. "The possibilities of geometrical drawing are strictly limited, and the process of teaching such a subject is strictly mechanical. Ultimately this is at the bottom of the distrust which classical scholars feel for chemistry and other natural sciences as instruments of education. You may accumulate facts in these sciences to any extent, you may develop superlative skill in devising and manipulating experiments, but there is no progressive intellectual development required in dealing with them; there is an infinite repetition of the same intellectual process. In fact, you cannot become a sound chemist without having had previously a sound mathematical training up to a certain point: and if you are to be able to turn your knowledge of chemistry to account by imparting it to others, you must have had a sound linguistic training as well."

Again, let Mr. Bennett speak for himself: "First and foremost, I should say Latin is of value because it confers a mastery over the resources of one's mother tongue. (This is not meant in the narrow sense of a mere understanding of the meanings of words; it is the mastery of ideas of which words are but the symbols, and the assimilation of these into one's own intellectual life, that I have in mind.) This mastery comes as a direct and necessary result of careful daily translation—a process involving on the one hand a careful consideration and analysis of the thought of the author

read, and on the other a severe and laborious comparison of the value of alternative English words, phrases and sentences, with the consequent attainment of skill in making the same effective as vehicles of expression. No one, I think, will undertake to deny that the results here claimed are actual; and if actual, it can hardly be denied that they constitute an important justification for the study of Latin." Again, speaking of the "great outcry in recent years about the importance of English," Dr. Bennett says, "It is because translation from Latin to English seems to me such a stimulating vitalizing exercise, and so helpful to the student who would attain mastery of his own language,—it is because of this that I find full justification for the study of Latin." Still in agreement with Dr. Bennett, I actually believe that the daily careful translation from Latin into English furnishes a superior training to that gained by the usual methods of English composition. The reason is simple. There are two processes instead of one and the processes are directly opposed the one to the other. The culture value which is due to the contact with an elevated logical thought embodied in the Latin sentence is only secondary to the primary value due to the necessity of analyzing the Latin sentence as it stands and then putting it into idiomatic English. What process of English composition requires a more vitalizing mental effort? I not only grant the difficultness of the process, but I boast of it. Why should candidates for physical prowess be put through the severest training, if it were not necessary to strengthen their muscles? Can we, then, expect an untrained mind fed upon infants' diet, nurtured apart from all mental gymnastics that tend to strengthen and develop, to excel and win laurels such as its possessor covets?

Let us anticipate the objector who asks "What claim has Latin in the solution of this problem?" President Eliot, in discussing the question "Wherein Popular Education Has Failed," lays down the four essential educational processes which must inhere in any sound system of instruction. They are:

"1. The process of observation; that is to say, the alert, intent, and accurate use of all the senses. * * * Facts, diligently sought for and firmly established, are the only foundations of sound reasoning.

"2. The next function, process, or operation which education should develop in the individual is the function of making a cor-

rect record of things observed. * * * This power of accurate description or recording is identical in all fields of inquiry.

"3. The next mental function which education should develop, if it is to increase reasoning power and general intelligence, is the faculty of drawing correct inferences from recorded observations.

"4. Fourthly, education should cultivate the power of expressing one's thoughts clearly, concisely, and cogently."

Says Dr. Bennett: "It is precisely these four processes or operations which the study of Latin, when well taught, promotes to an eminent degree." An unprejudiced man who has had enough Latin to be able to give an intelligent opinion, will gladly testify that the most accurate observation is required to unravel the tangle of the average Latin sentence, that no Latin author can be read properly without constantly recalling the recorded observations, that the intelligent student must reason closely on the basis of these recorded observations, that "the study of Latin involves in translation constant practice in expressing the results of one's observing, recording, and reasoning." Advocates of classical study can hardly hope to impress those who have never studied the classics with the importance or even the truth of the foregoing remarks, but fortunately enough have clung to traditions to hand them down to posterity; in fact, the secondary schools are finding it difficult of late years to meet the demand for instruction in Latin.

The lack of time forbids that I go into the question of the comparative value in the study of Latin and the study of modern languages, or a review of the arguments against the study of the classics. Be it said upon the latter point that no scholar of note, who is not prejudiced, advocates the abandonment of Latin in the curriculum of secondary schools, or even an appreciable retrenchment on the basis of present conditions in this country. Enough has been said to furnish a basis for more practical remarks that are to follow.

The invitation to the Latin Department of the University of Texas to be represented on this occasion was accompanied by a request to show how a three-year course could give adequate preparation for entrance under our present standard, and how a four-year course could meet the requirements recommended by the committee of twelve appointed by the American Philological Association, the requirements cited on pages 39-40 of "Suggestions Concerning

Courses of Study and Methods of Teaching in High Schools." Be it said to the credit of the Public Schools of Texas, decided advance has been made during recent years in Latin preparation, but sad to relate, the majority of our schools, even some of those affiliated, are not up to our University standard, and our University standard of entrance requirements is not up to the average standard actually reached at graduation in the majority of the high grade secondary schools throughout the country. A brief comparison will prove the truth of my statement: our entrance requirements are Grammar, the translation of Elementary English prose into Latin, the reading of *Viri Romæ*, any two books of *Cæsar*, four lives of *Nepos*, any four orations of *Cicero*, and the first book of *Virgil's Aeneid* with the scansion of the Dactylic Hexameter. The four year course suggested by the committee and presented by Dr. Fay as an ideal in the pamphlet already referred to, requires four or five books of *Cæsar*, or an equivalent, *Sallust's Cataline* (or selections). Six to nine orations of *Cicero* (including *On the Maxilian Law*), five hundred to fifteen hundred verses of *Ovid*, six to nine books of *Virgil's Aeneid*.

As I have said, it is a matter of congratulation that we are advancing, but it will be profitable to inquire how far short we fall, why we are behind, and what are the remedies.

In the first place, then, the majority of our Texas schools do not meet the very meagre requirements of our University, which, as has just been shown, are a year behind the average requirements over the country. The greatest deficiency is in translating from English into Latin. Often the required amount of reading is not done, especially in *Virgil*, and worst of all, there is a distressing lack of knowledge as to forms and syntax. The existence of these conditions is inexcusable in any school offering a three-year course in Latin of five periods a week. What are the causes of these conditions?

1. The poor condition of the student's mind, due to certain modern educational methods which feed our children on pap and try to remove all obstacles, instead of teaching them to surmount the obstacles.
2. The inefficiency of the teacher.
3. The prejudice of many patrons, school boards and superintendents, who, fearing that dear little Tommy will become a physical wreck or waste too much practical money-making time by memorizing a few

paradigms, rules of quantity, etc., insist that the teacher shall omit grammar instruction, and drill only in the translation of Latin. 4. The effort of the schools to teach too many things and not enough of anything. The first point on modern education in general cannot be discussed here, because it is too big a subject, but I commend it to your careful consideration and refer you to the first part of this paper and its sources, all of which argue for the justification of Latin because it is hard, because it teaches to observe, record, reason, and express. If nothing else can be found with which to begin this process of severe training, put in Latin earlier, before the mind has been ruined by soft-soldering.

The second difficulty, the inefficiency of the teacher, is being rapidly overcome. Within the last few years many of our schools have engaged only advanced Latin students to do their work in Latin. This is commendable and the good example should be followed by many more, all in fact. Nor is it enough to secure a college graduate, for, sad to relate, many of our college graduates have had no Latin and many more have had hardly more than a beginning. I lay down the general principle that a man is not fit to teach any subject, unless he knows a great deal more about it than he actually has to teach. Dr. Fay says on this point, p. 78 of the last catalogue, "Students preparing for positions in Latin in the High Schools of Texas will not be recommended by the School of Latin save in particular cases, unless they shall have completed upward of three full courses in Latin. Such students ought by all means to take at least two full courses in Greek." This is much more than our University requires for the B. A. degree, one and one-third courses, and Dr. Fay's requirement is proper, seeing that those who finish that one year's work of one and one-third courses have not the grasp of the subject which will enable them to teach it successfully. It is an erroneous current belief that anybody can teach High School Latin, certainly the beginning course. This pedagogical error is not confined to the subject of Latin. The foundation in everything should be laid by one who understands the entire subject and has in hand at ready command every detail. Imagine the exposition of a Latin sentence by a man who cannot question the class on the inflection of the forms in the sentence without keeping his grammar open before him. What joy to hear a man read and explain Virgil who not only does not know any rules for quality,

but doesn't even know where to find them in the grammar! And there are such in Texas. This is the most distressing deficiency, but the most universal weakness is in the translation of English into Latin.

And here we face the third cause of existing conditions, the prejudice of school authorities, such as allow Latin at all, against the teaching of anything except the translation of Latin into English. Of course, all are agreed that both grammar and prose composition are only means to an end, the ultimate aim being to aid the pupil in reading and understanding Latin authors. Undoubtedly Latin words form the material of the language. These words are inflected that we may know how they fit in one with the other. It seems reasonable that these words can be fitted into their places with more accuracy and more facility by one who knows their forms and relations than by one who must act at random. As it is necessary to become familiar with the working material, so it is the part of a wise builder to practice putting the material together. This is the function of prose composition in Latin as in other languages, grammar furnishing the material. Says Mr. Tarver: "I believe the writing of Latin prose to be an indispensable part of the higher mental training, not because it is an eternal possession when it is done, but because it is impossible to write even tolerable Latin prose without having arrived at exceedingly accurate habits of mind. I value it as an important instrument in the development of the intellect." The conclusion necessarily follows that in the proportion in which the forms are mastered from the very beginning and the accuracy of their use is practiced, in that proportion will the student make rapid progress in reading Latin. I once fell heir to a class that had studied Latin nine months without the aid of a grammar or prose composition. The members of that class could translate fluently the first eighteen chapters of Caesar, and could not tell a noun from a verb. This is an extreme case, but we have similar experiences every year at the University. The majority of the students complain (and their complaint is unnecessary for our information) that their foundation in Latin has been very poorly laid, and I assure you it is no easy task to build the foundation after the superstructure has been begun, or to carry on the two together. This is the primary reason why some of the three-year courses do not prepare for entrance to the University.

Another reason, and the fourth cause of existing conditions stated above, is the effort of the schools to cover too many subjects, with a consequent lack of thoroughness in any. From my own experience with the public schools, both as a pupil and as a teacher, I have ever believed that this lack of thoroughness is the greatest defect, and that the cause finds its origin in the extraordinary variety of subjects offered. But we read in the Report of the Committee of Twelve, p. 23, that there is "a growing conviction that the ends of education, at least in the earlier stages, are best subserved by the concentration of effort upon a limited number of leading studies, properly correlated, rather than by the scattering of energies over an indefinite range of loosely related subjects." "Does one prefer to know something about everything, or all about one thing?" you say—Neither, as a matter of fact, but the question is not to the point. Education is not so much a matter of information as of development. Speaking educationally, there is nothing that I covet more than a well trained mind capable of reasoning and grasping anything that is presented to it, whether that thing be one subject in detail or many subjects in general, neither of which is possible without the prerequisite training. And I contend that that training is not secured by the collection of many facts or the superficial glance at a number of subjects, but by the persistent drill in a few solid and difficult subjects that will call forth all the available power in the mind and develop more. Chief among these subjects is Latin, as has been argued above.

Summary. Many of the present three-year courses in Latin do not prepare for the present University requirement for one or more, often all, of four reasons: 1. The improper early training of the pupil. 2. The inefficiency of the teacher. 3. The criminal neglect of Grammar and Prose Composition as foundation for reading. 4. The lack of time for thorough drill due to the scattering of energy in so many directions. It will require some time to overcome these obstacles, but they are being overcome gradually.

This, however, is by no means the highest aim of the Latinists of the State of Texas. All of us long to see the University standard for entrance the same as the standard for entrance elsewhere, which means that our High Schools will be doing the work mapped out for the four-year course by the Committee of Twelve which has already been cited. A very few of the secondary schools are now

meeting these requirements and others are making a noble effort. Exactly the same conditions exist here as in the three-year course, the causes of these conditions are the same and the same remedies are suggested. The high school principal ought to be the man to effect these reforms. The process will be long and tedious, especially if he has to begin the fight with the superintendent, but the well trained principal, who is more anxious to train than to curry favor, will undertake the task and succeed. He may count on the help of the University authorities, who will yearly raise their standard for entrance and become yearly more exacting with the affiliated schools. Of course, the high school principal cannot have much to do with regulating the work below the high school for the purpose of getting better trained pupils, but, if the school system is in a healthy condition, he should have a good deal to do with the selection of his Latin teacher. He ought to look well into the efficiency of that teacher, as well as the methods used, and see to it that the foundations are laid deep and broad. One of the greatest difficulties to overcome is the fourth, arranging so that enough time can be given for more thorough work. I cannot presume to suggest here further than the general hints already given, but there should be five recitations a week for the entire four years. The problem must be solved by each school. If no retrenchment can be made along other lines, which I make bold to deny in the majority of cases, I have a suggestion which will apply equally well to the three and four-year courses so that the three-year course may become a four-year course and the four-year course may be completed without the required five hours a week the last two or three years. Begin your Latin a year earlier. This is being done now in many places. Says the Report of the Committee of Twelve, p. 23, "In a considerable number of schools a five-year or a six-year course is to be found. The tendency to lengthen the Latin course beyond four years is clearly becoming stronger. This tendency did not receive its initial impulse from the colleges and universities, but manifests rather the characteristics of a spontaneous movement on the part of principals and teachers in secondary schools. It had its origin in the growing conviction," stated above, that there should be greater concentration upon fewer subjects. "The lengthening of the Latin course is being accomplished, however, not by keeping the pupil at school longer, but by having him begin Latin earlier.

The old four-year course in many cases has been extended downward one or two years, and it is in this way that most of the five-year and six-year courses have been established. Such is clearly the rational procedure, both because of the better results obtained with pupils who begin Latin early, and because of the undesirability, if not the impossibility, of securing the additional Latin by keeping pupils at school beyond the age at which they now usually complete the course." I have always believed that Latin should be taught early and heartily agree with Mr. Tarver when he says: "During the three years between ten and thirteen a boy should have overcome the main difficulties of Latin." It will probably be objected that there is no room in the lower grades. I am heretical enough to dub this objection folly. Enough rubbish could be cut out of the first eight grades to cut the number down to six as a maximum. To be more specific, I suggest that Latin be substituted for English grammar in the eighth grade or in the seventh and eighth grades, and I guarantee that the pupil will have a better knowledge of English at the end of the time than one who has had the English grammar alone, to say nothing of the knowledge of Latin acquired and the better mental drill. There is one caution: have all your Latin taught by one person if possible. If the work is too heavy for one person, by all means put the best man in charge of the beginners. This leads to another suggestion: if there must be retrenchment anywhere in the Latin course, let it be in the reading instead of in the grammar and exercise-work. Give the beginners the best attention and the most time, and there will be far less complaint on the part of those who have to teach freshmen in the University, even though the full amount of reading shall not have been accomplished. One of the most important parts of our entrance examination for those who do not come from affiliated schools consists in the translation, with the aid of dictionary and grammar of a passage of Latin which has not been read, the object being to test the student's ability to use the ordinary tools placed at his disposal. The ability to pass this test successfully, as well as the memory test on forms, syntax, and composition, depends upon the foundation work and not on the amount read.

All of the foregoing remarks may be taken as arguments on the first point at issue, how is Latin in the secondary schools valuable in itself. On the other hand, all the points, except the first one,

on the justification of Latin, bear directly upon the best means of securing sufficient preparation for entrance into the University. I frankly admit that the first point is the important one. If Latin has no intrinsic value in the secondary schools, it has no value anywhere. Latinists care not how strong the effort may be to elbow Latin out of the college requirements for graduation. She will ever hold her place in the colleges and universities if her place in the secondary schools is generally recognized, and no fear is entertained on this point. Mr. Tarver says: "I remember an occasion on which the science masters of a great public school petitioned that the modern side boys might have less science and more Latin, and that in the interests of the science."

Dr. Bennett says in his introduction: "The number of students of Latin in our secondary schools has in recent years been increasing out of all proportion to the number of students who go to college. Unless this phenomena be attributed to an unaccountable infatuation, it admits to my mind of but a single interpretation: Latin is now recognized as an important element of secondary education for the average pupil, whether he be intending to go to college or not. It is perhaps unfortunate that the present tendency towards a larger study of Latin in our schools cannot be traced to any recent sober discussions of the value of Latin: in fact it is not a little surprising that this rapidly increased recognition has occurred in the face of the most vigorous assaults upon the classics which this country has ever witnessed. Yet experience is the great teacher, more convincing than all the arguments of the academicians. It is too bold to say that the experience of those who have studied Latin and of those who have seen the positive results of the study upon others, is after all, the ultimate reason which is at present so potent in winning increased recognition for Latin." Whatever the cause of the existing conditions, they are with us. "The statistics of the Commissioner of Education for the United States show that in the eight years prior to 1898 the number of pupils studying Latin in our secondary schools had increased 174 per cent. while the total enrollment in the secondary schools for the same period had increased but eighty-four per cent. In other words the study of Latin had increased more than twice as rapidly as has the enrollment of the secondary schools. * * * If Latin is not of basal importance in the secondary curriculum, then large numbers of

students are making prodigious errors in pursuing the subject; and the sooner we understand this, the better for our civilization.

"If, on the other hand, the increase is the result of wise choice, or even of wise instinct, we must, while rejoicing at the greater recognition Latin is securing, at the same time admit our own vastly increased responsibility for its wise direction and promotion."



THE UNIVERSITY OF PARIS.

[By J. E. Pearce, M. A., Principal of the Austin High School.]

The University of Paris is, next to that of Bologna, the oldest in Europe; and yet in its renaissance into the modern university life of Europe, it is possibly the youngest of them all. In the days when scholasticism held absolute sway over the minds of the West, its greatest masters and exponents were to be found in the University of Paris, and that institution numbered its students by the thousand. Such theologians as Abelard, Duns Scotus, Albertus Magnus, Thomas Aquinas, and Arnauld attracted pupils from the whole Christian world, and gave the University of Paris such fame and prestige that it served as a model for the German and other European universities.

At present the University is an aggregation of colleges, schools, and other institutions of learning of various kinds, nearly all situated on the left bank of the Seine, and for the most part in the famous and infamous Latin Quarter. The forms of organization and the peculiar life and character of these various institutions have hardly been affected at all as yet by their incorporation into one institution, the University of Paris. Of these the Sorbonne, occupying an immense pile of buildings, newly constructed for the most part and situated on a single large block, is the largest and most important. This great college is itself divided into various schools. Perhaps the one single institution most nearly conforming to the German idea of university—that is, an institution for doing research work and for developing and imparting methods of research—is the *Hautes Etudes en Sorbonne*. Across the street from the Sorbonne, and alongside it, is the *College de France*, whose faculty has now, and has always had, many of the most learned men

in France. Near by are the great buildings for the Schools of Law and Medicine, the latter perhaps the largest and most important of its kind in the world. About a mile up the river lies the Botanical Garden (*Jardin des Plantes*), where Cuvier lived and worked, and where now the greatest French authorities in several biological, geological, and anthropological lines are to be found. These men devote their lives to research, and offer such courses, take such students and in such numbers, as they see fit. It usually requires strong letters from recognized foreign authorities in their own lines to procure for foreign students admission into their laboratories. These scientists are paid good salaries, are given many privileges, and the French people are very proud of them. Hamy and Deneker, the anthropologists, work here. Their work is only partially recognized by the University proper.

There are other colleges and schools more or less connected with the University, such as the School of Mines and the Normal School, but just what the relations are between these schools and the University, a student interested would have to find out for himself. For the purposes of research and instruction in certain special sciences, there are also in Paris a number of free schools (*Ecoles Libres*), whose faculties include men of such reputation and learning as to attract many students wishing to do research in special lines; but students are to be warned that these schools may have no connection with the University, and that no work done in them can lead to degrees. Among them are the School of Anthropology, the School of Social Science, the School of Political Science, and others. They are founded, in each case, by groups of scholars interested in the sciences mentioned in the names of the schools, and after they have demonstrated their usefulness, they are subsidized by the French government. As long as they remain "free," they are not subject to State control. Some of them will doubtless become parts of the University in time, as many of the University professors teach and work in them, and as their courses are often parallel to those of the University, and in some instances are already recognized by the University.

The professors and instructors, as in most American universities, present many different types of character, and their work may have almost any value. The tenure of position is much surer than with us, and the American student observes an unmistakable consequent

tendency to tardiness at lectures and frequent absences on the part of the professors. The older men and those who have been given their positions because of reputations made in the political, social, or literary world, show the greatest tendency to laziness and neglect of their classes. The winter semester is supposed to begin the first Monday in November, but the beginning of courses may be delayed by the professors *ad libitum*, it seems, and some begin after January first. One professor, whom many American students were anxious to hear, did not offer any courses at all during the winter term of last session, though courses were booked for him on the program.

The older and more famous men are usually conservative, as everywhere, and one is advised by the best students to choose courses under the younger men in order to get ideas that are fresh, unbiased, and progressive. The men past middle life generally spend the remainder of their days preserving their reputations and in defending the ideas that they have advanced in their younger days.

As to freedom in teaching, the University of Paris presents some anomalies to the American student. Upon any matter involving religion, ethics, or the history and nature of social institutions, a professor may express any opinion without the slightest hesitation. This is in striking contrast with the extreme timidity which American professors show in the presence of popular notions upon such themes. The greater freedom of speech permitted upon such topics in France and Germany accounts undoubtedly for the much greater advance of the Continental universities over the American and English in Anthropology and kindred sciences that have to deal with such subjects. The ruling class in France have no religious convictions and the frequent revolutions have rendered all institutions questionable to the Frenchman; hence the freedom of speech. However, no professor can safely express opinions adverse to the existing *political* regime. Upon questions that involve the interests of the ruling party or political combination, the politicians are more sensitive than in America. One professor was laid off last year for sympathy expressed for Dreyfus, the excuse alleged being a "sore leg."

Professors are paid very small salaries, ridiculously small compared with the best American universities; hence they are under the necessity of supplementing their incomes by teaching in other

schools, or in any way possible. One wonders how men of intellect can be had for such sums. That the University obtains men of the highest quality of intellect there is no question whatever. The mystery lies in upon a careful examination of all the elements of the problem: one of which is the generally hard conditions of living in Europe; another is the opportunity for supplementing the salary; a third is the extreme honor done University professors and their families by all other classes of society (i. e., the high social rank accorded them, and the high value put upon their opinions as specialists in their own lines); still another is the sureness of tenure, and there are probably others. Certain it is that there is no dearth of candidates for vacant places in the faculty.

The buildings, libraries, laboratories and general facilities for work, while sometimes rather antiquated, are, generally speaking, all that could be desired, and in some cases are decidedly better than can be found anywhere else. The library regulations are not nearly so liberal as one finds everywhere in America and sometimes constitute a positive impediment to a student doing research work. The museums of comparative anatomy, paleontology, and anthropology at the *Jardin des Plantes* are magnificent, and the buildings of the Sorbonne would satisfy the most exacting. The French do not know how to get comfort out of anything, however, and least of all out of any sort of hall for public gatherings. The air in their theatres, churches, and lecture halls is generally so bad in winter that it is intolerable to English and Americans, if compelled to breathe it for an hour or two. American ladies are sometimes forced to give up courses in the University from this cause alone, and the writer himself was more than once driven from the lecture room by the foul air. This comes from three causes, viz.: the improper construction of buildings for ventilation; a system of petty economy which forbids the admittance of fresh air once the air is heated, because of the expense of reheating; and lastly because the people all seem to imagine that a draft of cold air is deadly. The writer opened a window in a very stuffy room once, and in less than three minutes nine-tenths of the people in the room were conscious in way of protest, although he was almost at the point of nausea from the foulness of the air. The beggars and waifs from the street gather in the lecture rooms for the sake of the warmth. They come and sit on the floor, as their clothing reveals with ill-

and as they usually fall asleep upon sitting down in the warm room, their *snoring* alone is a veritable nuisance. They cannot be put out, because the French imagine that such a proceeding would be undemocratic, a fact which indicates the inability of the French to deal with a condition that conflicts with a theory.

Fees are only nominal and most lectures are public. Some courses are restricted to those who matriculate for them, and in some instances the number of matriculates is limited. Even textbooks are sold the student at reduced rates, the University paying part of the price, if the student wishes to avail himself of this provision. Living in the Latin Quarter is much cheaper than in most other parts of Paris. Furnished rooms may be had at almost any price, varying of course with the furnishings and conveniences; and living is cheap or dear as one pleases and as one chooses to live. Two or three students could live together and do light housekeeping on very little, since almost all kinds of food can be bought in Paris ready for the table.

The students come from all parts of France with a considerable number of foreign students of all nationalities. Perhaps most of the French students come from the provinces and from ambitious country families. The first change that the young Frenchman undergoes on entering the University is in his personal appearance. He puts aside the dress dictated by the styles of the season and time, and dons a slouch hat; a negligé shirt with immense sailor-tie; a suit of corduroy with large baggy trousers that are exceedingly small at the ankle, and that resemble very much the leg garment of the Turks. He leaves his hair uncut and begins to grow a beard. All French students who can grow beards wear them. This is the traditional costume of the students, and is kept alive doubtless by the influence of the students of art, nearly all of whom are utterly Bohemian in matters of dress and morals, and who live in the same quarter. The sensible students usually recover their balance after a year or two, however, and return to the ordinary styles.

There is no sort of pressure that can be brought to bear upon a student who neglects his opportunities. No roll is ever called and in the large classes no one can know whether any given student is ever present or absent at lectures. Degrees and other forms of recognition of attainments depend upon set exercises and examinations. The result of this extreme *laissez faire* government is that

the University of Paris is the paradise of frivolous, dissipated, and idle young men. Groups of such students may be heard singing vulgar and lascivious songs any night and at any hour of the night, and may often be seen dancing with grisettes in the middle of the streets. There is no such thing as a breach of the peace in Paris; such a law would constitute a tyrannical infringement of liberty. The writer knew of one student of medicine, whose family were provincials of moderate means and had to make strenuous efforts to keep him at the School of Medicine, but who during four years never attended a lecture, except occasionally, perhaps, as a joke. He wrote glowing descriptions of his progress to his parents, who boasted of their son's successes to all the country round, and no one who knew the real facts had the heart to disillusion them. Of course this particular student was a rare instance, but the whole student body have the air of taking their work lightly, and generally there is lacking the seriousness of attitude toward study and the strenuous efforts that characterize the students of the Western American Universities.

There are earnest and very successful students at Paris, however, and many of them too, in spite of the general tendency to regard duties lightly. The absence of elaborate governmental regime, of prescriptions and restrictions in study, means freedom from grind and opportunity to choose ends and means for one's self that may be and is often used to great advantage by the earnest and thoughtful student. The other kind of student the French seem to regard as unworthy of consideration in the University. Whatever can be done by the grind system, they think can be done best in the lyceum; and here they certainly try the merits of the grind. Perhaps no other secondary schools in the world have such heavy prescriptions. The average French student can and does go back to work even after a year or two of dissipation, because of the habits formed in the lyceum. Those who come from the country and from the bourgeoisie generally go to work again, if they ever cease, and make as successful students as one sees anywhere.

Girl students are admitted on exactly equal terms with the boys (even in the Schools of Law and Medicine), but as yet very few French girls from families with social ambitions or with social rank from the past have mustered courage to enter the University. This is partly because of the prejudice in France against high and thor-

ough education for woman, and partly because of the feeling against the commingling of the sexes before marriage. Nearly all the girl students are foreign, therefore, and rank in numbers, perhaps, as follows: Russian, American, English, German. The unbalanced character of the average Russian girl student has caused the French to regard all women students with contempt. Women are treated with due courtesy and consideration in and about the University, but are persecuted outrageously when alone upon the streets. No respectable young French woman ever goes unescorted upon the street; hence all young women alone upon the streets are regarded and treated as grisettes. A sensible girl soon learns how to take care of herself, however, and many of them cease altogether to care for the flippant and impertinent remarks that may come from any Frenchman they meet when alone.

As the result of its extreme age the University of Paris is blest and cursed with tradition beyond the lot even of the average European university, and is rich in historical names and associations. Richilieu, the greatest patron of the old University and the founder of the Sorbonne, is buried in the chapel which he built and which is now in the heart of the great Sorbonne building. The walls of this chapel are covered to a large extent with votive tablets, many of recent date, dedicated to various saints for assistance in examinations, not a few of which were for the highest degrees. Such an evidence of the continued existence of the grossest superstitions in this great seat of intellectuality is very startling to a student of an American State university. It is only an instance of the prevalent mingling of the old and the new that one sees, however, everywhere in Europe.

We might be content if the bad influences of tradition were confined to the harmless worship of saints, carried on for the most part by pious aunts and mothers of students; but unfortunately these influences pervade the teaching in the schools of philosophy and of the humanistic sciences generally. In the social sciences especially one easily detects the scholastic methods of reasoning everywhere. This fact is partly the result of tradition, but is due largely also to the French fondness for deductive and mathematical methods of reasoning. One could easily imagine, after hearing some of the lectures in the Sorbonne, that the lecturers had never heard of Bacon and induction.

Much of the immorality of the Paris students, which, by the way, has never been exaggerated in any account that the writer has ever seen, comes from the past. Grisettes are so numerous that no student need be without one to keep his rooms for him, and practically all French students, the writer was told, live that life for awhile during their university period. Venus worship is so common that a young Frenchman who does not indulge in it is considered a monstrosity and is teased to persecution by his fellow students. This vice, together with the vices that usually accompany it, undoubtedly destroys many of the brightest students of the University of Paris.

But tradition has its good sides as well as its bad, as all educators know; hence the eagerness of American universities to acquire traditions. The very names about the Sorbonne are incentives to attempt great things as students and as men in the world. The city of Paris itself, with its history, its monuments and palaces, its museums, libraries, and art galleries, and its peculiar political and social institutions is a university of the first class to a thoughtful young man.

Moreover, in Paris there is no end of schools and of teachers; no other city in the world, perhaps, has so many and such various schools. If one does not care for a degree, he can surely find satisfactory instruction in any subject ever dealt with in institutions of learning. In other countries intellectual advantages are found scattered in various universities situated in widely separated cities. Many insignificant cities in Germany have their universities and may have the greatest German authority in some one or more sciences. Not so in France; there all paths of success lead to Paris, and especially in any intellectual line of activity. The result is that practically all great French authorities live and work somewhere in Paris, and that city contains, perhaps without question, more learned men than any other city of the world.

The intellectual atmosphere of the University and of the city is bracing, and therefore there is no reason to deter a young man who has a purpose and who has strength of character from going there and profiting by the remarkable aggregation of opportunities to be found there.

A PROPOSED SCHEME OF LECTURES FOR AFFILIATED SCHOOLS.

[By William L. Bray, Adjunct Professor of Botany in the University of Texas.]

Those who have been watching the rapid progress the University has been making in the high regard of the people of Texas, will be deeply concerned that she shall wisely use the opportunities coming to her for broadening her sphere of helpful influence. She has busied herself to excellent purpose in the direction of internal development, in extending and perfecting the courses of study designed to give the highest and broadest measure of culture and effective, many-sided contact with practical life. Students who come to the University go forth bearing the University training and spirit into every community.

Much has been done also in building up a large list of affiliated schools in which there is a strong spirit of loyalty to the University, and a disposition to look to her for help and direction. Thus we have also a phase of what may be called external development. This group of affiliated schools, together with communities where enthusiastic, loyal alumni have built up a University following, represents a constituency which would be glad to have first hand contact with the University in the capacity of non-resident students, thus being able to enjoy some of the privileges and share some of the intellectual atmosphere of University life. In even the most loyal University community, only a very small proportion of the high school students, even, come to the University. It is time to begin to take thought for the greater numbers who cannot come. This phase of external development is, of course, that commonly called University extension—meaning thereby the offering of certain suitable courses of instruction, by lectures and otherwise, to organized classes in various communities accessible to the University.

It is assumed that no one will question the wisdom of sedulously cultivating these communities. The University must go to the people. Those which have already done so now enjoy the greatest prestige in those States whose chief institutions they have come to be.

How to organize this constituency, and in what manner to extend the University's benefits to them, thus making them more effectively loyal to the University, are matters which have been so successfully worked out by other institutions that we have but to acquaint ourselves with the experience of these to have a basis of safe and wise procedure in our own field.

It may well be that we are developing so rapidly within, that we cannot spare the means or instructors for establishing a definite University extension system of instruction at this time. Perhaps, also, it would be wise to prepare the ground for this by certain preliminary measures. It is the aim of this article to point out what may be done in this preliminary way.

For the purpose of cultivating a proper relation between the University and its affiliated schools, a system of visitation and inspection is provided for and has been carried on, wherein members of the Faculty are required to be absent from the University from one to six days or more, spending at least one day in each of the affiliated schools. Further, when schools apply for affiliation some member or members of the Faculty make a visit for the purpose of examining into the conditions. Again, calls come frequently from county or district teachers' assemblies for some member of the Faculty to deliver a lecture. Thus there is occasion for frequent visits by members of the Faculty into exactly those communities which it is desirable to reach by University extension. It is suggested that these visits shall be utilized for the purpose of doing the preliminary lecturing in preparation for more definite extension courses. It would seem that the least that could be offered in visiting an affiliated school would be a lecture upon some appropriate subject. Not to do so appears to be to miss an opportunity to bind the community and the University by a firmer tie.

Pursuing the matter further, it is suggested that some committee—perhaps the Affiliated Schools Committee—shall have supervision of the lecture scheme, and in co-operation with the local school management or other authorities in the communities to be visited, shall make lecture appointments to be filled by members of the Faculty in such order and representing such subjects as shall at the time be considered most desirable for the community in question. In the end, it will be the aim to have had lectures which would open to view the field of study in various directions and of a quality

to impart information in an attractive way and stimulate a desire to pursue the study further.

Naturally, such lectures must be made popular and attractive. This can be much promoted by the excellent methods of illustration so much in vogue nowadays. Fortunately, members of the Faculty are providing themselves with projective apparatus and artistic lantern slides for courses given in the University. These could be easily employed in the visitation lectures. It would be a rare case, indeed, where it would be impossible to employ a projection lantern at small expense.

Thus, without increasing the instructing force or materially adding to the expense now provided for, a lecture system could be carried on which would most surely go far in developing the extension work of the University and in making that community of interests which ought to exist between the University and its affiliated schools.

THE UNIVERSITY.

The Commencement of 1901 passed off without a hitch. The weather was good, the people in attendance, if not remarkably numerous, were well behaved, and there was a general air of satisfaction and comfort. Five things especially were noticeable.

Commencement in General. The music was by University talent, albeit improved by a number of professionals from the town; the exercises were all short, almost too short some of them; the speeches pointed; the usual Commencement Day orator was conspicuous by his absence; there were no flowers either for orators or members of the graduating classes; the academic seniors wore caps and gowns.

The work of the University Band, under the leadership of Mr. Schoch, has been several times commended in *THE RECORD*. For the Commencement music careful preparation had been made, and the band more than sustained its former well-won repute.

Brevity is the soul of wit, of course, and the life of an orator in hot weather, and modern speakers strive for it ever more assiduously. We are in these times too much in a hurry to listen to prolonged effusions. None the less it was surprising not to hear a single speech, during the whole four days, long enough to make one impatient, and on class day it gave people almost a shock to see the entire chapel exercises over in less than a half hour.

The absence of an orator for Commencement Day was not due to intention. The Commencement Committee thought it had one, one too of great distinction, but at the last moment he escaped. It was then too late to find a proper successor. There were those who were not sorry, and openly expressed a hope that this deficiency might be a precedent hereafter, but to the general public a distinguished speaker offers a real attraction. Man-kind, elsewhere as well as in Texas, loves a good speech, and sets much store by the man that can make one.

About the absence of flowers there are no two opinions. The graduating classes had grown so large and the distribution of the masses of flowers so set about with woes that it had been given up as hopeless, and the close of the exercises had seen what well nigh amounted to a scramble. Furthermore, we no more saw some members of the classes trying to look unconcerned at having received no flowers whatever, while others better known were so loaded down that wheelbarrows were needed to carry the bouquets away.

As for the caps and gowns, opinion was fairly uniform that they looked well and added to the dignity of the occasion. The chief complaint against them was that they were warm, but then, as somebody feelingly remarked, even a birth-day suit would not be cool on Commencement Day.

The usual invitations were sent out, but rather late. Even then it was not found possible to print a perfectly correct program. The program as actually carried out was as follows:

SUNDAY, JUNE 9.

11:00 a. m.—Baccalaureate Sermon, by the Rev. Ira Landrith, of Nashville, Tennessee.

8:30 p. m.—Address before the Y. M. C. A., by the Rev. W. D. Bradfield, of Austin.

MONDAY, JUNE 10.

CLASS DAY.

9:00 a. m.—Morning Serenade: University Band.

9:30 a. m.—Formal Meeting of the Texas Academy of Science.

10:00 a. m.—Class Day Exercises.

7:30 p. m.—Open Air Concert.

8:30 p. m.—Final Exercises of the Literary Societies: The DuBois Prize Contest in Oratory.

TUESDAY, JUNE 11.

ALUMNI DAY.

9:00 a. m.—Annual Business Meeting of the Alumni.

10:30 a. m.—Alumni Address by Sidney L. Samuels, Esq., (LL. B., 1890), of Fort Worth.

7:30 p. m.—Alumni Serenade.

8:30 p. m.—Alumni Reception at Regent Gregory's.

WEDNESDAY, JUNE 12.

COMMENCEMENT DAY.

10:30 a. m.—Commencement Exercises: the Conferring of Degrees.

9:00 p. m.—Final Reception.

SUNDAY.

The services of Commencement Sunday were attended by large crowds and enjoyed by all. At the morning service the Rev. Ira Landrith preached a strong, logical, helpful sermon. He dealt with many of the most important and most difficult problems in a masterly way, so that all who were capable were forced to think seriously. As to the music, the anthems selected were beautiful and the soloists, Mrs. Wm. G. Bell and Miss Mayme Jackson, sang with great credit to themselves. The rendition of the hymns might have been improved upon, if there had been some means of keeping the choir and the congregation together. The only adequate means is a grand pipe organ whose sounds shall fill every crevice of our auditorium. This, aided by a hundred or more voices from among the students, would

add much to the pleasure of every one concerned, and there is little doubt but that the song service would be more acceptable as worship. Orchestral music would add much with or without the organ.

The morning program follows:

SERVICE IN THE AUDITORIUM SUNDAY, JUNE 9, 1901.

Service conducted by the Rev. W. D. Bradfield.

Sermon by Rev. Ira Landrith, of Nashville, Tenn.

Music by volunteers from the University Glee Clubs and city choirs, under the direction of Edmund Ludwig, Organist of the First Presbyterian Church.

"King All Glorious,".....Barnby.
Mixed Chorus.

Vocal Solo—"A Voice That Bids Me Come,".....Barrell
Miss Mayme Jackson.

PRAYER.

Hymn—"America."

1. My country! 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.
2. My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
Like that above.
3. Let music swell the breeze,
And ring from all the trees
Sweet freedom's song:
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.
4. Our father's God, to Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

SCRIPTURE READING.

Anthem—"Venite," Wirz.
Mixed Chorus.

BACCALAUREATE SERMON.

Vocal Solo.....Air by Bach, Arranged by Gounod.
Mrs. William G. Bell.

Violin obligato, Miss Katherine Wright.

Anthem—"Seek Ye the Lord,".....Perry.
Mixed Chorus.

DOXOLOGY.

BENEDICTION.

The evening sermon to the Y. M. C. A. was preached by Dr. Bradfield, of Austin, in his usual pleasing and effective manner. He has won his way to the hearts of the students by his evidence of deep consecration and his appreciation of certain intellectual demands upon the part of college people. The evening music was rendered quite creditably by members of the Y. M. C. A., who sensibly confined their efforts to familiar hymns. The association could be very helpful in a musical way if they would take charge of the music in all chapel exercises. There is nothing so persuasive as a feeling of responsibility, something the Christian students and teachers need to have impressed upon them.

CLASS DAY.

A very interesting feature of Commencement this year was the revival of Class Day, a movement originated and carried out by the members of the graduating class.

The Class of '01 was fortunate in having some very energetic members who were imbued with unusual class spirit. They had seen the lack of unity and class feeling in other classes that had gone before them, and determined to arouse the enthusiasm of their less active classmates, and to institute certain changes which would be beneficial to all concerned and make their class famous in the annals of the University.

The first step was to adopt a cap and gown to be worn by the Seniors on all public occasions during Commencement. Then by frequent social meetings they became better acquainted with each other, learned class songs and a class yell, and finally decided to have a Class Day during Commencement, on which occasion a class tree should be planted and a regular program, consisting of songs, orations, etc., carried out by the class.

The morning of Monday, June 10th, being secured for the exercises, the carefully arranged program was carried out to the general satisfaction of the large audience present. The program reads:

UNIVERSITY OF TEXAS.

CLASS DAY EXERCISES, MONDAY, JUNE 10, 1901.

PROGRAM.

I.

IN THE AUDITORIUM.

1. Class march University Band.
2. Roll call by the class secretary A. Bledsoe Lacy.
3. President's Address Walter Scott Amsler.
4. Song—America By the class.
- *5. Class Prophet Wallace Carnahan, Jr.
6. Class Orator Joseph Burton Dibrell, Jr.
7. Class Song.
8. Music: Class march to the Campus.

II.

ON THE CAMPUS.

1. Music.
- †2. Tree Orator Thomas Fletcher.
3. Song—"Varsity".....By the class.
4. Key Orator John Clairborne Puett.
5. Class yell; University yell.

*The prophecy turned out too long to be read.

†The tree has since died and been removed, but a handsome stone, properly inscribed, marks the site.

The whole affair was pronounced a great success, and it is to be hoped that each succeeding class will continue the custom, and that Class Day will be henceforth a fixed and indispensable part of Commencement.



The program of the annual meeting, held on June 10, was as follows:

"Contributions of the Nineteenth Century to Education," William S. Sutton, M. A., Professor of the Science and Art of Education in the University of Texas.

The Texas Academy of Science. "Rice Irrigation in Texas," Thos. U. Taylor, M. C. E., Professor of Applied Mathematics in the University of Texas.

"Texas Railway Stock and Bond Law," R. A. Thompson, C. E., Expert Engineer to the Texas Railroad Commission.

"Texas Minerals and Mineral Localities" (by title), Frederic W. Simonds, Ph. D., Professor of Geology in the University of Texas.

"Notes on the Yellow Oxide of Mercury," E. P. Schoch, M. A., and O. W. Wilcox, School of Chemistry, University of Texas.

Professor Sutton's paper was a thoughtful exposition of the subject—

"Contributions of the Nineteenth Century to Education"—though necessarily brief. The closing paragraph, in the form of a summary, was as follows: "In conclusion, let us consider for a moment the question, what is the significance of all these contributions which the last one hundred years have made to education? Upon what principle can be explained the accomplishment of a task so stupendous as to involve, first, the most radical changes with respect to the aim of education; second, the vast expansion of the culture-material to accomplish this aim; third, the discovery of scientific method in instruction; fourth, the provision for the professional training of teachers; fifth, the organization and partial development of gigantic systems of public instruction at public expense; sixth, the increase of number of the learned professions by recognizing the dignity of applied sciences; and lastly, the extension of the privileges of education to the child in the kindergarten, and to the parent in the home? There can be but one answer to this question—it is the spirit of real humanism, which is the distinctive characteristic of the nineteenth century, a spirit which through the reign of reason seeks to bring all men to a knowledge of truth, and which has for its ultimate purpose the complete physical and spiritual enfranchisement of the human race."

Mr. Thompson, in discussing "The Texas Railway Stock and Bond Law," called attention to the fact that Texas is the only State in which the issuance of railway stocks and bonds is controlled by the government, and also that it is the only one which has prescribed an absolute basis for the valuation of railway properties.

The Stock and Bond Law declares that the issuance and execution of all railway securities are "special privileges" subject to the absolute control of the State; and that no indebtedness shall be authorized beyond the "reasonable value of property" to be fixed by the Railroad Commission in accordance with actual cost. Railways existing at the time of passage of the law were valued at the estimated cost of reproduction.

The causes that led up to the enactment of the law were discussed, and it was shown that the contention by investors in railway stocks and bonds that they should be entitled to charge freight and passenger rates sufficient to earn a fair rate of interest on their holdings, and the support of the courts in the matter, led the State to limit the issuance of such securities, and to absolutely prohibit the current practice of "watering" stocks and bonds.

It was shown from the reports of the Railroad Commission that the average amount of stocks and bonds outstanding against the railways of Texas, under the effect of this and other laws, had been reduced from \$43,961 per mile in 1894, to \$36,926 per mile in 1900. As the Stock and Bond Law continues in effect this will be further reduced, thus permitting a larger per cent of the net earnings to be used in the upbuilding of the roads and guaranteeing safer investments to the purchasers of railway securities. Notwithstanding the restrictions of the law, railway building in Texas is progressing at a rapid rate—building for purely speculative purposes is checked and legitimate construction promoted. In 1901 it is thought that Texas will easily lead the States of the Union in miles of new railway.

The following notes upon the red oxide of mercury were presented by Messrs. Schoch and Wilcox:

"The yellow oxide of mercury has been carefully examined in the laboratory of the School of Chemistry of the University of Texas, with a view to clearing up disputed points. By heating up to 200° C. and weighing the water evolved only 0.6% was obtained, which invalidates the statements of Walker and Schaffner that the substance is mercuric hydroxide—a statement made on the basis of results obtained by heating the substance in the open air and reporting the loss as water, and corroborates the work of Sievert. The substance is distinctly crystalline; its specific gravity is 10.6 as determined by Mr. J. M. Kühne, while that of the red oxide is 11."

Upon the report of Messrs. A. M. Ferguson and John K. Prather, tellers, President Harper announced that the following persons had been duly elected officers of the Academy for the year 1901-1902: President, Professor James C. Nagle, of the Agricultural and Mechanical College of Texas, College Station; Vice-President, Dr. Henry Winston Harper, of the University of Texas; Treasurer, Mr. R. A. Thompson, Engineer to the State Railroad Commission; Secretary, Dr. Frederic W. Simonds, of the University of Texas; Librarian, Dr. William L. Bray, of the University of Texas; other members of the Council, Hon. Arthur Lefevre, State Superintendent of Public Instruction, and Professors Taylor and Wheeler, of the University.

F. W. S.



One of the most interesting events of Commencement week was the closing exercises of the literary societies held on Monday evening, June 10th.

**The
Oratorical
Contest.**

The occasion was a contest in formal oratory for a cash prize of \$50, the gift of Edwin DuBois, of New York, and James DuBois, of San Francisco. The contestants and their subjects were George Michael Decherd, "The Influence of Grady"; Walter Elmer Pope, "A Splendid Success"; Wilbur Price Allen, "Americanism;" and Joseph Burton Dibrell, Jr., "A National Danger." The speeches were all good, reflecting credit alike on the speakers and the University, and comparing very favorably with the speeches heard on the occasion of the recent contest of the Southern Interstate Oratorical Association. While the first two speeches were pleasing to the audience, the main interest centered in the contest between Mr. Dibrell and Mr. Allen, who have met in friendly rivalry on other occasions and who have both so signally distinguished themselves in that particular line of student endeavor. The judges were Bishop Kinsolving, Professor Prithett, of Huntsville, and Major Spencer, of the Board of Regents, and, after much deliberation, they awarded the first place to Mr. Allen, with Mr. Dibrell as a close second. This decision was particularly gratifying to the friends of Mr. Allen, many of whom thought that he should have had the decision in the Southern Oratorical Contest.

C. S. P.

University professors, members of the Legislature, district judges and attorneys, doctors of medicine and philosophy, superintendents and principals of schools, teachers and lawyers by the score,

The Meeting of the Alumni Association. were all in attendance on the alumni meeting. There were alumnae whose pretty heads were filled with more knowledge than Tennyson's Princess had ever dreamed of—philosophers, biologists, mathematicians, linguists—and neither pedantic nor conceited with it all. And yes, there were some fresh young faces not seen before at an alumni meeting, sweet and happy ones, which told us that some lucky alumni have garnered wreaths in Eden.

The meeting was announced for nine o'clock, but it was after ten when it was called to order. Announcements of election, reports and resolutions are secondary matters when old friends meet and recall the good old times before grey hairs and wide waists had stamped the marks of years. There were a thousand questions to ask of those present, and a thousand more of absent ones. There was pleasant gossip of the law court, the school room, the political convention, and society. This was the real business of the meeting, and the most delightful. This was what delayed the formal meeting till after ten.

Finally there was a rap on the desk, and in the absence of Mr. Brooks, the President, Mr. Thomas H. Stone, of Houston, called the meeting to order.

The Executive Committee then reported the result of the election for 1901-1902 as follows: President, Mr. C. H. Miller; Vice-President, Miss Mary Decherd; Secretary, Miss Helen Hornsby; Treasurer, Mr. J. W. Maxwell; First Member of the Council, Mr. R. L. Batts; Orator for 1902, Mr. R. W. Hall, of Vernon.

Mr. C. H. Miller then took the chair.

The question of paying the alumni scholarship for the session of 1900-1901 then came up for discussion, and when the Treasurer reported only twenty dollars available, a collection was made and the full amount, one hundred dollars, was raised immediately.

The hour having arrived for the Alumni Oration, the Association adjourned to meet at 3 p. m.

The oration was delivered by Mr. Sidney L. Samuels, LL. B., '90, of Fort Worth. His subject was "The Influence of the Scholar and His Duty."

The address was replete with wise and witty observations and incisive criticisms of recent events in our country's history, and was much enjoyed by all who were fortunate enough to hear it.

The Association reassembled at 3 o'clock. A motion was made by Mr. M. M. Smith, and carried, that the Treasurer be instructed to draw sight drafts upon all members of the Association in arrears for dues for the year 1900 or 1901; that the amount voluntarily contributed in the morning in payment of the scholarship be refunded; that one hundred dollars be set aside for the scholarship for the year 1901, and all other moneys collected in excess of the fifty dollars reserve fund be paid over to Miss Ney, or as much thereof as may be necessary to liquidate the indebtedness remaining on the busts of Governor Roberts and Sir Swante Palm.

President Prather then addressed the Association. He spoke in commendation of the scholarship given by the Johnson County alumni; of the obligation of the University student to lay selfishness aside and work for the good of his State and Alma Mater, and the uplifting of humanity. He also referred to the need of better organization, and suggested the formation of clubs in every town and county.

A motion by Mr. Bugbee was carried, abolishing the distinction made in the constitution between active and non-active members.

Mr. Maxwell moved that Misses Alice Tips, Edith Hull, and Annie Goggin, be made members of the Association. Carried.

Mr. L. A. Carlton, of Dallas; Mr. Yale Hicks, of San Antonio; Miss Clifford Le Tellier, of Sherman; Mr. R. W. Smith, of Galveston, were nominated and elected members of the Executive Council.

The Association then adjourned *sine die*.

In the evening, a reception was tendered the members of the Association by Mr. and Mrs. T. W. Gregory.

C. P.



Commencement Day—that great day in the life of the student towards which the efforts and aspirations of all his college career have tended and from which he reckons in after life as a second day

Commencement Exercises.

of birth—that day for the class of 1901 dawned clear and beautiful. At an early hour the eager, expectant multitude began to throng the corridors of the main building and to crowd into the great auditorium to await the coming of the graduates. They did not wait long, however, until the various graduating classes filed in and occupied seats reserved for them in the middle section—a band of cultured and intellectual young men and women rejoicing in the memory of victories won and in anticipation of those yet to be. The front rows were occupied by members of the Academic class who enjoy the distinction of having introduced into the University the use of the academic cap and gown. Behind them were the Law classes in citizen dress, wearing the sunflower as the distinctive badge of the Law Department. On the platform were seated, besides the members of the Faculty and the Board of Regents, Governor J. D. Sayers, Ex-Governor F. R. Lubbock, Ex-Minister A. W. Terrell, the members of the Supreme Court, and many other persons of prominence.

The exercises of the day were opened with prayer by the Rev. Dr. E. B. Wright. After the invocation, President W. L. Prather delivered a short address full of devotion to Texas—her heroic past and her mighty future; her great University and the hundreds of young lives committed to its care and keeping. He closed by introducing Governor Sayers as one of his early teachers, who responded by saying that in this case the pupil had far outstripped the teacher. Governor Sayers made an interesting address, giving much valuable advice and counsel to the young lawyers in beginning the practice of their profession.

A unique feature of the program was the presentation to the University

of the busts of Stephen F. Austin and Sam Houston, by Messrs. John K. and Will L. Prather, Jr., the one an alumnus of the University, the other a member of the graduating class. The speech of presentation was made by Cullen F. Thomas, of Waco, and the speech of acceptance on behalf of the Board by the Hon. T. S. Henderson, chairman. Both speakers praised highly the generous spirit of patriotism and loyalty manifested in this gift, and predicted for the University many similar remembrances from her grateful sons and daughters. Chairman Henderson, in his general remarks, spoke of the great growth of the University in popularity and usefulness, pointed out its present needs, and predicted great things for it in the years to come.

The following are the lists of students receiving degrees:

FIRST DEGREES.

Bachelor of Laws.

Dixon Felix Abney.	Thomas Jefferson Lawhon.
Herbert Downs Ardrey, B. Lit.	Thomas Harwood Lewis, B. Lit.
John Roley Ayers.	Edward Wendell Love.
Bert Boon Barefoot, B. S.	Caleb Wallace Marshall.
Madison Hawthorne Benson, B. A.	Sterling Armstead Martin.
Virgil Rodman Biggers.	Louis Basset McCulloch.
Harry Rhodes Bondies.	David Albert McDaniel, B. A.
John Harrall Booth.	Bates Holland McFarland, B. Lit.
Thomas Hutchinson Botts.	William Thornton McPherson.
Daniel Alfred Bridges, B. A.	Ballinger Mills, B. A.
John Leonard Brown.	John Allen Mobley.
Chester Hilliard Bryan.	Walter Embree Monteith.
Albert Lee Burford.	James Emery Neal.
Alex. Camp.	Robert Toombs Neill.
James Dolphus Carmichael, B. S.	Bennett Blake Perkins.
Maurice Gordon Clarke, Ph. B.	David Randolph.
Robert Henry Curnutte.	Robert Jerry Randolph.
John Stevens Douglass.	William Henry Russell.
James Fernando Downes.	Leopold George Sam.
James Anderson Elkins.	Fletcher Stockdale Schleicher.
Thomas Lewis Foster.	Herman Schulz.
William Paxton Zacheus German,	John William Scott.
B. A.	Record Allen Sexton.
Gustav John Geyer.	Joe Stewart Simkins.
Abe H. Goldstein, B. S.	J. Phillip Smith.
Thomas Dew Gresham.	Royall George Smyth.
Ulysses S. Goen.	Carter Fred Sommers.
Otis Kenner Hamblen.	Robert Arthur Sowder.
James Hill Hart, B. Lit.	William Merk Stone, Jr.
Warren Millege Hilliard.	Marshall Wilson Terrell.
Charles Edward Johnson.	John Franklin Thomas.
William Walter Johnson.	Walter W. Woodson.
Lucius Quintus Cincinnatus Lamar.	John Bell Worley.

Bachelor of Literature.

Eva M. Allen.	Benjamin Franklin Marable.
William Berger.	William Henry Matthews.
Nellye Lea Brown.	Ida Mae Mead.
Mary Erin Crane.	Loula Rose.
Thomas Fletcher.	Mary D. Estelle Towell.
Nellie Young Fort.	Nancy Dodge Turner.
Emma J. Gutzeit.	Elizabeth Weeden.

Bachelor of Science.

Jamie Durst Armstrong.	Robert Lee Moore.
Charles Thomas Brues.	Horry Washington Oatman.
Joseph Edgar Bullock.	Lee Phillips.
Alex. Camp.	William Lambdin Prather, Jr.
Edmund Pendleton Randolph Duval.	John Claiborne Puett.
Mabel Maria Falvey.	Lawrence Joseph Rhea.
Lena Lenora Haskell.	Joseph Duty Shaw.
Margaret Holliday.	Oswin William Wilcox.
Willa May Johnson.	Dudley Kezer Woodward, Jr.
Axel Leonard Melander.	Steve Howard Worrell.

Bachelor of Arts.

William Henry Adamson.	George Michael Decherd.
Walter Scott Amsler.	Joseph Burton Dibrell, Jr.
Holland Edwards Bell.	Robert W. Haynie.
Robert Carlton Clark.	Margaret Ideson.
Wallace Carnahan, Jr.	A. Bledsoe Lacy.
Henry Lamar Crosby.	Hermine Clara Richter.
Carter Thomas Dalton.	Elizabeth Howard West.

Robert Anderson Wiseman.

ADVANCED DEGREES.

Master of Laws.

- Willoughby Lipscomb Barbee. Thesis: "Foreign Corporations."
 Mont Frederick Highley, B. Lit., LL. B. Thesis: "Adverse Possession in Texas Limitation Laws."
 Robert Marshall Love, Jr., A. B., LL. B. Thesis: "Modification and Alteration of Written Instruments by Parol Evidence."
 James Bouldin Rector, LL. B. Thesis: "Compensation for Improvements Made to Real Estate by One Not the Owner."
 George Aldredge Robertson, LL. B. Thesis: "The Three, Five, and Ten Years' Statute of Limitation in Texas."
 Elmer Palmer Stockwell, LL. B. Thesis: "Legislative Taxing Power Under the Texas Constitution."

Jules Henri Tallichet, LL. B. Thesis: "Texas Modifications of the Law Merchant."

Edwin Hopson Yeiser, LL. B. Thesis: "Title or Interest in the Subject Matter of the Contract of Insurance, and Its Effect on the Relations of Insurer and Insured, with Special Reference to Texas Cases."

Master of Science.

Lulu M. Bailey, B. S. Thesis: "Interferometer Methods."

John Matthias Kuehne, B. S. Thesis: "The Magnetic Elements of Austin and Vicinity."

Master of Arts.

Mabel Brooks, B. Lit. Thesis: "The Unknowable: A Discussion Based on the Philosophical Systems of Josiah Royce, Immanuel Kant, and Herbert Spencer."

Robert Carlton Clark, B. A. Thesis: "The Beginnings of Texas: Fort St. Louis and Mission San Francisco de los Tejas."

Lucy Ella Fay, B. A. Thesis: "The Chorus in the Novels of George Meredith."

Robert W. Haynie: Thesis: "Municipal Government in Texas."

Edmund Thornton Miller, B. A. Thesis: "The La Salle Gulf Expedition: A Single Enterprise."

Robert Lee Moore. Thesis: "Non-Euclidean Geometry."

Maud Margaret Shipe, B. Lit. Thesis: "A Sketch of the History of Education in Texas."

Franklin Hans Smith, B. A. Thesis: "Non-Euclidean Projective Geometry."

Martha Maud Smith, B. Lit. Thesis: "Woman in Tennyson."

Elizabeth Howard West. Thesis: "Cartography of French and Spanish Expansion in North America."

THE SOCIAL SIDE.

Beyond question, this Commencement superseded all those of the past in the number of its social entertainments, and perhaps, also, in thier costliness and elegance.

The campaign was opened with a preliminary skirmish in the form of a private and informal, but largely attended, dance at Mr. and Mrs. Clarence Miller's, given in honor of their guests, the Misses Watt, of Waco. This was Tuesday night, June 4th, before the examinations had ended, but the thought of these did not depress the enthusiasm of the dancers; albeit, some felt bound to retire from the field at an early hour. The whole engagement, however, was over by midnight or a little after, a model to all givers of parties, of whatever description.

Wednesday there was a lull, but Thursday saw the first of the Seven Days' Battles around Austin pass off with much spirit. It was the dance of the Sigma Nus, given, like all their fraternity functions, at the Driskill

Hotel. All combatants were fresh and eager for the fray. In this, as in the other engagements of the week, both sides were victorious, and though all the wounds were in that most vital of organs, the heart, none proved fatal.

Friday evening saw two functions of the first class, the President's Reception to the Academic and Law Seniors and the dance of the Sigma Chi and Kappa Alpha fraternities. The President's Reception came first, and was over by eleven, so that those of enduring heart could be present at the dance also. It is needless to say that these were many.

The President's house at 2100 Nueces street was charmingly decorated with flowers, the lawn ablaze with a great electric star and numerous Japanese lanterns. The spirit of hospitality and a knowledge of its technique seems inborn in every member of President Prather's family. On this occasion each guest felt himself the object of special consideration, and departed with a hope that succeeding classes might also meet each other, the President and the Faculty, in this delightful fashion one last time before the final separation.

As for the dance, it was a happy thought for two fraternities to unite in giving it. What if they had each had a dance of their own? They could only have done it by making use of the Thursday after Commencement, and another party that day even the most inveterate of society enthusiasts can scarcely contemplate without a shudder. Indeed, the reflection inevitably comes: If two fraternities can so successfully combine in an entertainment, why can not all? What is the insuperable obstacle to a Pan-Hellenic function to rival even the Final Reception and Ball itself?

Again on Saturday evening there were actions in two quarters of the field.

The usual german given by the German Club was a relief, by reason of its early hours and absence of formality, from the more elaborate parties of the last two nights (or rather mornings, for they had hardly broken up by three).

Saturday evening is usually marked by a gathering at the invitation of the Ashbel, but for the present year its place was taken by a reception from the Y. W. C. A. to all the University. It was at Mrs. Kirby's, 312 West 15th street, a house well adapted for such a purpose. The throng of gaily dressed folk on this occasion found it difficult to choose between the rich treasures of the art gallery and the astonishing fortunes told by fair-haired Lady Emma or the dark Gypsy Margaret. If long abiding be a test of appreciation, then surely these novel variations from the converse and collation that are the usual distractions of a reception were adjudged a success of the first magnitude.

It is generally supposed that Sunday is a day of rest from work, but in University circles Sunday, June 9th, was a welcome time of relief from life's pleasures, and yet it was but partial rest. Dancing there was none, nor were receptions held, but the guerrilla warfare of dinners and drives and visits entitle this day also to count in the tale of the famous Seven.

Perchance the very solitariness of many of the encounters gave them a more destructive character.

Nevertheless, such was the impatience of youth at the enforced idleness of Sunday from field engagements that scarcely had that night given place to Monday's dawn when the Eighth Street Hall re-echoed to the tripping feet of a gay company at the morning german of the Revellers' Club. Fast and furious was the fray, but the approach of noon bade even the strongest withdraw to recuperate for the third great fraternity celebration, the dance of the Beta Theta Psi. That these veteran entertainers suffered themselves to be eclipsed by any other chapter no man can say.

Tuesday morning and afternoon were, from the point of view of society, a blank, but that evening firing was once more heard in two directions. The Alumni, Faculty and Regents gathered at the reception at the residence of Regent T. W. Gregory, 1210 Lavaca street, the devotees of Terpsichore at the last of the fraternity functions at the Driskill. Skillful thought for the guests, the best of refreshments, sweet music, fair women and brave men made the reception notable among the many social gatherings of a memorable Commencement, while the dance was regarded by all as a fitting close to an unprecedented series.

Last and greatest and most splendid of all the entertainments of the year was the Final Reception and Ball at the Driskill, Wednesday evening, June 12th. No vulgar early beginning marred this occasion. By a felicitous concatenation of circumstances the hour of midnight barely saw the action begun. Surely, this was worthy of even a metropolitan standard.

The effect of a week's dances were hinted in just a suggestion of pallor and listlessness in some, but it was in the air that the programs were uncommonly rich, and that they were going to be distributed to participants in the grand march. The grand march, therefore, attracted more marchers and was more prolonged than ever before. Round and round went the line, like the convolutions of an unending snake, until people grew weary and were ready to drop, but the thought of programs nerved every heart. Suddenly it became known that the program distribution was going on in a room some distance from the throng of marchers. Men not a few were already there. The rest followed in a mad rush. To the crush that ensued the foot-ball field alone can give an adequate parallel. The small man suffered, and those on the outer edge got no programs for all their efforts, while some in front came off with two or three, but what was that in comparison with so interesting a spectacle? Seriously, it does seem as if this unseemly struggle that we have seen so often might be avoided. Why not have enough programs to go round? And why not give them out in the march through the hands of some chosen pair, as is done at the fraternity dances? Or else, why not furnish them when the ticket is presented at entrance?

At last the ball was begun, and joy reigned unconfined. When it all ended this writer knows not, but it is rumored that sunrise scarcely saw all the dancers at home.

Such were the social events of Commencement. Touching them there is general accord in these points: They were too many and too costly, and

they began and ended too late. Nevertheless, they were in the main well managed and hugely enjoyed, and the behavior of men and women alike, large as were many of the companies, quite exceptionally correct.

G. J. P.



GENERAL NOTES.

This year's catalogue would appear to be

BULLETIN OF THE UNIVERSITY OF TEXAS, No. 3.

ISSUED SEMI-MONTHLY.

General Series, No. 1. June 1, 1901.

Like other institutions all over the country, the University of Texas at last came to the conclusion that it was no derogation to its dignity to take advantage of the Act of Congress of July 16,

The Catalogue. 1894, and send out its publications at one cent a pound at second class rates instead of at eight as third class matter.

Another Catalogue innovation is the issuance of bound copies. These are only for the elect of course—the elect who are minded to pay forty cents for them, but even Harvard, with its millions, does not distribute free bound copies of its Catalogue. We happen to know, touching the matter of binding, that the color appropriate for so dignified and important a book as our Catalogue gave the Catalogue Committee much concern. Orange and white were unfortunately out of the question. Red and blue were ruled out as already appropriated. Brown was too somber. The deep green selected was thought to be soothing to the eye, and while comforting to the freshmen not pale enough to suggest unsophistication in the University itself.

On opening the Catalogue, we see that there are 369 pages against last year's 313. Some of this increase is due to natural growth, but the greater part comes from a restoration of the specimen entrance examinations, which were omitted last year, not from any deep laid design, but because, owing to some miscalculation, the paper gave out.

The bulk of the Catalogue is greater every year, and this is inevitable as long as the University grows. It would indeed be an advantage to enlarge it by the insertion of the names of the recipients of degrees, certificates and honors at the preceding Commencement. As an offset to this, it is not now necessary to publish every year the long lists of alumni from all the departments, and the thirteen pages of cases treated in the hospital at Galveston. They hardly seem imperative in a general catalogue, and do not appear in the catalogues of the better institutions.

On the title page is imprinted the State seal. This is meet, perhaps, but should we not use our own? There seems no reason why we should not stamp every document we issue with the arms of the University. They would be characteristic, and their motto would serve always to keep before us the key note of our teaching. They would enter into all our decoration. By their omnipresence and inherent beauty and propriety they would add

another link to the chain of affection that binds alumnus and alma mater. They would be to us what Harvard's three books and the splendid *Veritas* are to the sons of Cambridge; what the book and the *Dominus Illuminatio Mea* are to Oxford. In this day of revival of knowledge of heraldry we might perhaps better our present imitation of the State's arms. The star would still be the central element, but we might well add a book or a lamp to mark an institution of learning, and for our commonplace motto we might substitute President Lamar's famous thought, expressed in Latin even terser than his noble English: *Mens Instructa Civitatis Custos*.

Passing the title page we see the quotation from President Lamar to which allusion has just been made:

"Educated mind is the guardian genius of democracy. * * * It is the only dictator that freemen acknowledge and the only security that freemen desire."

It were well to preserve this as the watchword of the University. So happy a statement of a fundamental truth it would be hard to match.

In the historical sketch under the head of Government are two new paragraphs dealing with the functions of the Deans, officers who have been found necessary to assist the President (page 17):

"The Dean of the Department of Medicine, at Galveston, is the local executive of that Department, and represents the President in appropriate matters.

"The duties of the Dean of the Main University, at Austin, as prescribed by the Board of Regents, are as follows: (1) to supervise the registration; (2) to pass upon applications for entrance examinations, to announce time and place of such examinations, to receive reports of examiners, and to admit the successful candidates; (3) to pass upon certificates presented for admission; (4) to pass upon certificates from other colleges and to provide for credits; (5) to receive and to pass upon or to refer petitions concerning courses; (6) to deal in the first instance with cases of absence from and of neglect of work, and to make recommendations to the President; (7) to prepare the administrative part of the University *Catalogue*; (8) to prepare an annual report to the President; (9) in the absence of the President to preside at Faculty meetings and to act for him in appropriate matters; and (10) to attend to other appropriate administrative matters."

There is till a third Dean, he of the Summer School, and quite lately a fourth has been created for the Law Department.

Following the matter about the Deans come two other new paragraphs touching discipline:

"The students are trusted to conduct themselves properly. If, however, it becomes apparent that any student, by misconduct or by neglect of studies, is doing harm to himself or to others, the Faculty will use all appropriate means of discipline. The following penalties will be resorted to by the Faculty in the exercise of its disciplinary powers: admonition, probation, and expulsion. Probation will be for a definite time, during which the student, while still in attendance upon his classes, must show marked improvement in conduct or in studies or in both. Expulsion is the highest censure, and is a final separation from the University. No

student, however, will be expelled except after a full hearing and by vote of the Faculty. In administering discipline the President and Faculty will always attempt to secure the coöperation of the student body and of the parents; and in every case, except where an emergency exists, parents will be promptly informed of the conditions and will be asked to coöperate with the authorities. The penalties mentioned above will not necessarily be inflicted in regular gradation, but any one will be imposed at the discretion of the Faculty as the circumstances warrant.

"The University has been remarkably free from such evils as hazing, class rushes, etc.; and, as a matter of fact, the student body has as a rule coöperated with the Faculty in preventing the appearance of these annoyances. The Faculty has formally signified its strong disapproval of such practices, and no means will be omitted to enforce its conclusion. The students have formed an association for the express purpose of coöperating with the University authorities not only in preventing the introduction of these evils, but also in securing and preserving proper conduct at all times."

Similar language we have had before. It was left out for a while as needless, but its insertion is again deemed advisable.

A very important addition to the Requirements for Admission appears on page 24. The paragraph reads as follows:

"2. VACCINATION.

"On presenting themselves for admission, all candidates are required to file with the Registrar a certificate from a physician who believes in the protective value of vaccination that they have been vaccinated at a date sufficiently recent to insure protection against smallpox."

This requirement embodies the recent action of the Board of Regents and the Faculty (see *RECORD*, Vol. II, pages 376-377). In view of the strange outcry of certain people against similar legislation in the public schools, such an emphatic position on the part of the authorities of the head of the whole public school system is most timely.

No further change of moment is seen till page 39 is reached. Here important additions appear in the paragraph headed Selection of Courses. They will be found in full on page 94 of this volume of *THE RECORD*. Their tendency is toward the exercise of greater pains in the choice of studies and less change from a schedule once adopted.

In the requirements for the Master's Degree alterations are made which have also been already given in *THE RECORD*, pages 94-95 of this volume. Their aim is to restrict the work that may count towards an M. A. to strictly graduate courses, and to secure greater unity in the subjects taken by any one student.

It would be tedious to mark all the changes in the Courses of Instruction, though this is really the most interesting part of the Catalogue. Here more than elsewhere is the evidence of the growth of the institution. New courses testify to new men and new lines of work; more sections of the old classes indicate more students and more effective teaching. It is

hard to see, however, why the Courses of Instruction are not called by their right name of Announcements of Courses for 1901-1902.

Under the head of Societies and Associations is found an oratorical association:

"The Athenæum and Rusk Literary Societies together constitute the University Oratorical Association. This Association has general charge, subject to the approval of the Faculty Committee on Forensics and Oratory, of inter-collegiate oratorical and debating contests. Debates are held with colleges and universities within and without the State. The University Association is a member of the Southern Inter-State Oratorical Association, in which are represented eight universities. Representatives from these universities meet annually to engage in an oratorical contest for a gold medal of the value of \$75."

This is followed by a statement about the DuBois Prize in oratory:

"Mr. Edwin DuBois, of New York, and Mr. James DuBois, of San Francisco, offer in 1901, a prize of \$50, to be known as the DuBois Prize in Oratory. It is expected that a fund will be provided to ensure an annual prize.

"The principal regulations governing the contest for the Inter-State representation and for the DuBois Prize are as follows:

"A preliminary contest is held on the fourth Friday of March of each year. Any University student may enter such contest, provided that men students must be members of the Oratorical Association. Each student entering the preliminary contest delivers an original oration, not exceeding 2000 words in length, before the Faculty Committee on Forensics and Oratory, which committee selects not more than six for a final contest.

"In 1901 the Inter-State contest is held at the University of Texas the third Friday in May, and the DuBois Prize contest on Monday night of Commencement week."

Clearly oratory among us is not without friends.

Under the Department of Engineering we find a School of Mines provided for, not for the first time indeed, but not since 1895-96. After a statement of requirements for admission, which are higher than any degree course in the University except the B. A., there is a paragraph as follows (page 141):

"MINING ENGINEERING.

"The courses comprising the group of studies leading to the degree of Engineer of Mines are indicated in the tabulated statement following. The distinctive features of the group are the prominence given (1) to Underground Surveying, the practice of the U. S. Deputy Mineral Surveyors, etc., in connection with Civil Engineering; (2) to Chemistry, qualitative and quantitative analysis, and Metallurgy; (3) to Geology, both general and economic; (4) to Mineralogy, physical and descriptive, and Blow-pipe Analysis; and (5) to Ore Deposits and Mining."

For the degree of Engineer of Mines twenty-two courses are required: 2½ in Mathematics, 1 in German, 1 in English, 4½ in Civil Engineering, 2

in Drawing, 1½ in Physics, 3 in Chemistry, 3 in Geology, 1 in Mining, 2½ in Metallurgy. Clearly the new degree is not intended to be a snap.

Under the Department of Law there is very little that is new. The more precious is a little paragraph, a single sentence, under the caption Baccalaureate Degree (page 155). Alas that it should be needed:

"No student will be recommended for a degree, whose attainments in English, as shown by his work in this department, shall be unsatisfactory to the Law Faculty."

In the Department of Medicine there is little change. As with students of the Main University, candidates for matriculation must present certificates of vaccination.

One striking difference between this and previous Catalogues is the gathering together in one body of all the lists of students, instead of printing them with the descriptive matter concerning each department. They are thus much easier of reference.

A comparison of the summaries of students for the past six years may be interesting:

	1895-96	1896-97	1897-98	1898-99	1899-00	1900-01
Graduates	14	13	18	20	35	33
Seniors	24	23	28	23	29	41
Juniors	33	18	27	31	46	61
Sophomores	45	39	59	50	91	100
Freshmen	174	140	174	199	184	209
Irregulars	...	...	...	61	113	111
Specials	53	84	102	88	63	98
Total	343	322	408	472	561	653

DEPARTMENT OF LAW.

Graduates	1	4	6	8	8	12
Seniors	42	59	51	60	66	79
Juniors	101	80	88	89	95	115
Total	144	143	145	157	169	206

DEPARTMENT OF MEDICINE.

School of Medicine.....	214	235	194	147	156	119
School of Pharmacy.....	34	35	44	40	45	52
School of Nursing.....	...	18	21	19	21	21
Total	248	288	259	206	222	192
Total in the University.....	735	753	812	835	952	1051
Names repeated	5	2	12	36	82	46
Net total in the University..	730	751	800	799	870	1005
Summer Schools	...	...	...	...	171	116
Grand total	...	...	...	...	941	1121

Our growth in numbers is thus most encouraging. If we compare ourselves with other institutions we have no need to feel ashamed. Still it does seem a bit strange that in the Academic Department Texas, with 3,050,000 inhabitants, should have only 427 boys against North Carolina's 380 from a population of 1,900,000.

The Catalogue as a whole has fewer errors than usual. True, Professor Simkins pays the penalty of spelling his name in violation of phonetic law by seeing it printed with an inserted p; Dr. Butler takes what must inevitably be a post mortem M. A. at Tulane in 1994; Miss Heard is given a middle initial that she repudiates; there seems something wrong with the Education (?) Seminary on page 64, etc., but these do no great harm. The truth is that the publication of the Catalogue is an exceedingly laborious and thankless task, and Dr. Callaway, with his colleagues on the Catalogue Committee deserve sincere praise for a most faithful and efficient performance of their duty.

W. J. B.

* * *

To the student in residence the most interesting of the University publications is unquestionably The Cactus. It comes home to him more closely than any other. To say nothing of his name, his picture is in it, probably two or three times. There is an epitome of the year's work outside the textbook. There are to be found, presumably, the best efforts in literature and art that the University is capable of. There are the delicious hits at faculty and fellow student that tend to break down the wall of suspicion that is apt to separate the powers from the subjects that be, and help to foster a spirit of good fellowship.

Some, no doubt, when The Cactus was a trifle uninteresting and more expensive than usual, have expressed doubt as to its right to exist; but the years pass and The Cactus is still published. An annual in some form appears from almost every seat of learning in the country, and this fact alone shows that it fills a real want. Of no great value or interest to outsiders, or even to alumni of long standing, its influence is strong towards unifying college sentiment, and as a souvenir it keeps alive the love of alma mater for many a year.

The Cactus for the present year is more creditable than usual. There are to begin with far fewer misprints than for a long time, for which much thanks. Then the business management seems to be on a sounder footing. Being now subject to the Athletic Association, in the handling of the very considerable amount of money involved the business manager has the advantage of the counsel of the older heads that direct that Association. The *post hoc* may not always be the *a propter hoc*, but it is not to be denied that this year The Cactus appears at a reasonably early date, though not so early as is should; that there is an absence of certain extravagancies, such as gilding and unnecessarily heavy paper, which add largely to the cost without proportionate increase in attractiveness, and absolutely no increase of sales; that there is, we understand, after all expenses, a comfortable balance to the advantage of athletics. It was not always so.

As to contents, there is little to differentiate this from previous issues. There are the class histories and poems; the various organizations with their membership and officers; the athletic teams, records and statistics; the poems and stories and "gags" that go under the caption of Literature; and last, but not least from the financial standpoint, the advertisements, twenty-four pages of them.

It would be invidious to compare the short stories with those of masters, but there is a breezy freshness about them that goes far to redeem certain stylistic crudities. The verse in general is hardly up to the standard set by Miss Jessie Clark, but an ode to the University by Durell Miller is worth quoting in its entirety as the best expression of student devotion yet put into verse.

ALMA MATER.

O Mother, while pass the years,
How sweet is thy name to me!
Around the world thy children roam;
Thy name in many a distant home
Is spoken with smiles and tears
From hearts most true to thee.

Great are the ranks, and strong,
That thou hast made to be.
Out of thy sweet maternal care
An army has marched to do and dare.
Thine are the endless throng;
Their works are all of thee.

Long may thy towers stand
Ever a sign to be
To thy valiant sons in an earnest strife
Of a mission as dear and true as life;
At home or in distant land
Worthy to be of thee!

Another short poem, by John A. Lomax, may be reprinted as a worthy picture of a superb scene so often to be witnessed, but, alas, so little appreciated:

FROM THE WEST BALCONY.

The sun goes down, encrimsoning a cloud,
Low-hung behind dark hills of hazy blue,
Whose turrets, spires and minarets, in proud
Array, betipped with gold, direct the view
To where are set the halls of Paradise,
The many-mansioned palace of the skies.
Each moment brings new visions; colors fade
And reappear in glory newly made

In fonts ne'er used before; bright crimson grows
 To pink—the rose of baby cheeks at morn;
 And, over all, unwonted silence flows
 Sweet as the soft surprise when love is born.
 Dim figures hurry homeward; suddenly
 From heaven's deep a star peeps lovingly—

The day is done.

A westward mist beclouds the tintless sky;
 The deepening twilight settles desolate;
 Afar I hear the lonely curlew's cry,
 A lost soul calling to its absent mate;
 A dying flash of glory touches all,
 A myriad hov'ring shadows quickly fall—

And night is on.

Neither a poem nor a short story is a short unsigned essay that seems intended to make us think. Too much introspection is not good for a man, but it is good for us Texans, who hear not a little about our own greatness, to stop a moment and try to realize what our University is and what it ought to be. So that other people may see it besides Cactus readers, the whole essay is reproduced:

THINGS IN GENERAL.

In things material the University grows apace, and in numbers we shall soon be as the ocean sands. Texas is fast awakening to her need of things intellectual, both humanistic and technical. It is the hope of all who love the University that she will respond most nobly to this pressing need of the State that gave her birth. She should always bear in mind that increased opportunities from the State mean increased responsibilities to the State. Regents and students, President and Faculty, should never forget this fact. We must be worthy of the prosperity that is so surely coming upon us.

The true greatness of a university is not at all measured by many buildings and great revenues, but by the characters of those who go forth into the world after contact with her social and intellectual life. She should be a mother of the Gracchi. It is the duty of her faculty to show to her students the spirit of literature and the method of science, to develop clear thinking and correct taste, to foster a love for intellectual honesty and sanity; but the students themselves must largely create the social atmosphere and point of view that characterize the institution. Of all the influences that envelop the young student none are more subtle and powerful than these; they effect him in a thousand ways.

Socially there is much to commend at the University. Exclusiveness based on money or other fictitious circumstances finds but small favor. Owing to the increase in numbers, the students are segregating into groups, but there is a sort of inevitableness about such a process. The merits of any one are quickly recognized, as are also faults, and intellectual strength and achievement are admired even as athletic prowess, though in a less

conspicuous way. Sound friendships are formed here and merit wins its way, despite the fact that we are much given to ring politics and are not as quick to cheer the fine play of the opposing team as we ought to be. Lack of proper student organization still prevents the sober opinion of the institution finding free expression, and we suffer somewhat in being often judged by sporadic actions and utterances of irresponsible individuals.

One can hardly say that, as yet, the student body of the University of Texas has a point of view. It is merely a bundle of good and bad notions and prejudices. There is nothing very distinctive about University of Texas men, other than the traits peculiar to Texans. Indeed, the average student who comes to the University arrives with very vague notions of the world and of academic ideals. He soon becomes patriotic and often overflows with a college spirit that is mostly good, partly bad, and too often noisy. As a rule, he is painfully ignorant, and perhaps the greatest names of science, of literature and of art, are to him as if they were not. He has not enough knowledge to place himself or his University in the scheme of things. At times he wishes to imitate other collegians, but does not know exactly how; again he defies all conventions—sometimes a healthful sign. He demands that he be treated as a man in matters of discipline, while too often his conduct is that of a willful child. He is voluble in criticisms, wise and unwise, of everything and everybody. In other words, the average student is wholly without perspective, and his judgment in things at all remote is worth little or nothing. This is not his fault, it is his lack of training. When the opportunity is offered, feeling in some vague way his deficiencies, he studies with avidity. All who have taught in our University, though lamenting much the lack of preparation of the students, yet commend in the highest terms their earnestness. And this will some day make them leaders.

One word more of comment. We do not use our library enough, and when we do use it, we do not read the right books. The current magazine often hides the row of masterpieces behind. For this there is, of course, much excuse. The lazy student does not want, nor can the industrious one find time, to devote much energy to subjects other than his courses. We are sadly in need of a Professor of Things in General, who, among other things, would inspire in us a love for the best books. We must learn to use good books, following no one slavishly, but adding our own comments as befits a thinking being.

After all is said and done, however, it is undoubtedly a fact that it is the pictures that make *The Cactus* worth while—not the drawings, for these, while sometimes clever, do not betray an artistic people, but the photographic reproductions of faculty, classes, teams, etc., etc. Some of these are good this year, but in general they do not show what good half-tone work really is. Compare them for example with those of *The World's Work* and the result is not pleasant. Of course we want every part of *The Cactus* to be the best we can afford, but above all let us make the original photographs and the half-tone reproductions the best that money can buy.

Aside from the character of the reproductions and the charge that may be brought of incompleteness (a picture, for example, of this year's baseball team is not to be found, and the faculty group is by no means full) the pictures of Cactus No. VIII have two capital faults. In many of them the faces are so small that it is difficult to recognize them and in very few instances are names given in such a way that they can be connected with the faces. Half-tones are so cheap that there is really no excuse for pictures like those of the Freshmen Academic or the Junior Law class, or even some of the fraternities. For the omission of names there is still less justification. The names might in most cases just as well be given as not, and as the University grows and each man personally knows his fellows less, the need of such an identification becomes more keen. We know faces but not names, we know names but not faces. The Cactus has at times served, and ought always to serve, as a general introduction of us all to all the rest of us. If only it could be published at the beginning instead of at the end of the year, what a blessing it would be!

Let not criticism and suggestions give offense to Cactus editors past or future! Appreciation is sweet, but criticism is more healthful. Did not Socrates say that he thought it better to be refuted in argument than to refute his opponent? It was a greater good, he thought, in a search for truth, to be rid oneself of a wrong notion than to rid the other man of one. After all, open-mindedness is the mark of a University man, of an educated man.

W. J. B.

* * *

The Appositive Participle in Anglo-Saxon, by Dr. Morgan Callaway, Jr., Professor of English in the University of Texas. Reprinted from the Publication of the Modern Language Association of America, Vol. XVI, No. 2, Baltimore, June, 1901. Baltimore, The modern Language Association of America, 1901. Such are the contents of the title page of Dr. Callaway's new work, a very handsome, well printed, 8vo volume of 220+iv pages.

**Dr. Callaway's
New Work.**

The author first concerns himself with the essential nature of the participle. "According to its nature, a participle is (1) verbal when the assertive force is dominant, and (2) adjectival when the descriptive force is dominant; as a rule, the verbal participle denotes an act in the widest sense, while the adjectival denotes a state" (page 142). "According to its relationship to its principal, a participle is (A) independent (or absolute) when its subject is grammatically independent of the rest of the sentence, and (B) dependent (or conjoint) when its subject is not grammatically independent of the rest of the sentence, but is intimately bound up therewith" (page 142).

As to the use of the term Appositive Participle the author finds that grammarians are not agreed, "The one set restricts the term appositive to the participle that is equal to a dependent adverbial (conjunctive) clause, while the other extends it also to the participle that is equivalent to a dependent adjective (relative) clause" (page 144). Dr. Callaway holds with the latter.

Section III of the introduction deals with the relative age of the several uses of the participle, Section IV with the inflexion and the position of the appositive participle.

Chapter I gives the full statistics of the appositive participle in all Anglo-Saxon literature, except the glosses and a few out of prints (comparing also the more definitely known Latin originals of the prose texts), arranged according to authors and uses. A careful synoptic table concludes the chapter.

Chapter II discusses the uses of the positive participle in Anglo-Saxon. They may be grouped under three heads: "(1) Adjectival, in which the participle is equivalent to a dependent adjectival (relative) clause. (2) Adverbial, in which the participle is equivalent to a dependent adverbial (conjunctive) clause; subdivided into (a) modal (manner and means), (b) temporal, (c) casual, (d) final, (e) concessive, and (f) conditional clauses. Some participles denoting manner, however, are equivalent, not to dependent adverbial clauses, but to simple adverbs. (3) Co-ordinate, in which the participle is substantially equivalent to an independent clause; subdivided into (a) the 'circumstantial' participle in the narrower sense, which merely denotes an accompanying circumstance; and (b) the 'iterating' participle, which simply repeats the idea of the chief verb" (page 348). Very careful tables show the distribution of the appositive participle in these uses in the whole of Anglo-Saxon literature.

Chapter III takes up the question of the origin of the appositive participle in Anglo-Saxon. It is found to be partly native, partly foreign (Latin). Chapter IV treats of the Anglo-Saxon rendering of the Latin appositive participle, Chapter V the appositive participle in other Germanic languages. Chapter VI is devoted to a consideration of the Anglo-Saxon appositive participle as a norm of style. "In Anglo-Saxon as in the classical languages the appositive participle conduces to rapidity, compactness and flexibility" (page 352). Chapter VII sums up with singular clearness and conciseness the result of the whole investigation.

This work is a typical outcome of the Hopkins spirit. Every paragraph reveals the patient, minute, loving accuracy in every detail that those who know him best associate with Dr. Callaway. Yet this feeling for detail has not blunted the power to form general conclusions. We have here what no doubt was the hope of the author, a solid contribution to linguistic knowledge, a piece of work that was worth doing, and has been done so well that it will never need doing over again. W. J. B.

* * *

The purpose and methods of the Co-operative Society are explained in a note on page 125 of the Catalogue.

**The
Co-operative
Store.**

"The University Co-operative Society is an organization formed in June, 1896, for the purpose of supplying the University with books, stationery, and athletic goods at the lowest prices consistent with safe business methods. It is composed of members of the Faculty and students who pay the annual fee of one dollar. The directors consist of the Committee of the Faculty on

Book-Store, together with representatives chosen by the Society from the different classes and departments. No salaries are paid except to the clerks, two students, who are thus assisted in making their way through the University. Sales are made at a uniform price to all persons connected with the University, but members of the Society receive at the end of the year a rebate in proportion to the total amount of their purchases."

The ideal of this Society is that of greatest usefulness. It wishes to serve the University in any way that is legitimate for such an organization. The location of the University makes some sort of book-store on the grounds a necessity. The idea that this book-store should not be primarily a money making institution, but should exist solely for the benefit of the University, is at the bottom of the Co-operative Society. To secure this disinterestedness the only alternative to a co-operative store is a store owned and managed directly by the University as a part of its administration. For this conditions here do not seem ready as yet. On the other hand, co-operative societies similar to our own are in successful operation at many institutions, and the record of the past five years shows that one can exist here.

The course of our Society has not always been smooth sailing. At first the lack of money caused trouble, the members' fees being insufficient to provide working capital, and the inexperience of the management gave rise to inevitable blunders. Hostile criticism too there has been, much misunderstanding, and some imputing of wrong motives. In the main, however, the sentiment of the University has supported the Society, and this support is growing stronger yearly. Financially the Society is in a better position than ever before. The statement to be published in the fall will show the past year to have been the most prosperous in its history.

The Society's store is located under the stairway on the second floor of the central pavilion of the main building. The position could hardly be bettered, but the room is much too small for the increased business of recent years. Two people have never been able to pass comfortably in front of the counters, and at times the congestion has been such as almost to stop business. The construction of the walls preclude enlargement, and another room was out of the question because there was not one to be had. The difficulty was happily solved by the opening of large windows in the front wall, through which business is to be transacted, the public being excluded from the room itself.

The plain view these windows give of the inside of the room rendered intolerable the previous unfinished state of walls and ceiling. These were therefore plastered, and advantage was taken of the necessary removal of the stock to refit the whole room with much more extensive and decent shelving. A safe and desk are also to be procured, and such other furniture as may be needed. These improvements will add greatly to the efficiency of the Society and make its quarters adequate to the demands likely to be made on them for some years to come.

W. J. B.

The inadequacy of the water supply on the campus has become a serious matter. Not only is there no water for the laboratories and the ordinary purposes of University Hall for many hours out of the twenty-four, but, worse than that, not even for flushing the sewers and their connections. It would seem that the best way out of our present difficulty would be for the University to establish its own system of waterworks, as has already been done at the State Capitol, the Asylum for the Insane, and the Driskell Hotel, by putting down an artesian well. The success of artesian wells in Austin and vicinity renders a failure to secure an abundance of water impossible. To successfully carry out this project would cost some money, it is true, but it would be money well expended. The sanitary condition of the buildings and the health of the student body is of the first importance in an institution of learning, especially in a State University, which must always be regarded as a great example. As is well known, from a hygienic standpoint more depends upon an abundant supply of good wholesome water than upon any one thing. At a depth of 2000 feet, or probably less, all the water needful may be had, and when once obtained the University thereafter is independent. Tanks for storage or a standpipe may be considered later. By all means let us have an artesian well. F. W. S.

* * *

The Rev. J. W. Jones, chaplain in charge of All Saints' Chapel, corner Twenty-seventh Street and Whitis Avenue, has lately published a statement of the work of the Chapel for the past year. This is the Chapel intended for students of the University, of which Bishop Kinsolving wrote in his article on Grace Hall, published in the March number of *THE RECORD*. Mr. Jones's statement is in the shape of an ecclesiastical looking little pamphlet of twelve pages, entitled *All Saints' Chapel*.

"The University opened," says the pamphlet, "on the 26th of September, and it had been intended to open the Chapel October 7th; but this had to be postponed and did not take place until the 8th of November. Thus the year's work for the Chapel has been seven months only. During that time fifty-six Sunday services have been held, and eighteen week-day services, making seventy-four in all. If the twenty-nine services of the Sunday School may be added to this, there have been held over one hundred services in the Chapel since it was opened." "The attendance at the Chapel, while never large, we are glad to say has steadily increased. It has varied on Sundays from fifteen or twenty to seventy-five or eighty persons, going up to some three hundred at the missionary service held during the meeting of the Diocesan Council." These numbers are inclusive of townspeople as well as University folk. "The Bible class began with four students. It now numbers fourteen. Its attendance averages from ten to twelve, though it has reached as high as eighteen."

This work is interesting not so much for what it is as for what it portends. The University seems to be precluded from taking any direct means

to promote the spiritual welfare of its students, so that hope for its betterment must be based on the efforts of the different religious bodies and of individuals. It may well be that this is the best solution of the problem. Religious jealousies are still so acute that the University's attitude hitherto may be wise, though to many it has caused much concern. This attitude is one of tolerance, even passive encouragement, of all religious effort, without actual support of any particular form.

For some years the religious bodies of the State did not realize their duty and opportunity. Even yet they do not, though it seems incredible that they should not one and all put forth their most strenuous exertions to reach and influence what is beyond question the largest body—destined to grow larger, and the best quality—sure to be better constantly, of Texas boys and girls.

Without much flourish of trumpets the Presbyterians founded a church largely for University students, and the Rev. Mr. Southall built up a work there of extraordinary extent and earnestness. So too the Methodists in their little church at Twenty-fourth and Nueces Streets have attracted a considerable number of University people.

The first religious edifice, however, built primarily for the University was All Saints' Chapel, intended to serve first the needs of the inmates of Grace Hall close by, and then of the University at large. The idea is a noble one, showing a clearness of vision, a broadmindedness, a prophetic instinct on the part of Bishop Kinsolving that are as much beyond the comprehension of many even of his own people as they are unappreciated by others.

Quite recently the announcement was made that Mrs. Blank, of San Marcos, had given ten thousand dollars to further the study of the Bible among the members of the University under the direction of the religious organization known as the Christian Church. As the Episcopalians maintain successful halls at the University of Michigan and the University of West Virginia, so the Christian denomination supports Bible study at the University of California, the University of Virginia, the University of Missouri, and perhaps elsewhere. The plans of the work here are not yet fully formed, but they may be relied upon to follow lines that have approved themselves elsewhere.

The University of Texas welcomes this movement with heart and soul. It will mean that the religious apathy so frequently charged against the University is a thing of the past, if it ever existed. It will mean the downfall of narrow sectarianism. The spirit of sectarianism cannot survive in the free air of a real university, or exist in men that work side by side with others who go after the same ends by different roads. It will mean a higher, purer life, a more enlightened search after religious truth, and a clearer knowledge of it.

W. J. B.

The twenty-second annual meeting of the Texas State Teachers' Association, which was held in Sherman the last week in June, was, in many respects, worthy of being ranked among the really successful conventions of that body. While the attendance fell below that of recent years, more than once I heard it remarked that the papers and discussions were unusually vigorous and helpful. The paper of Dr. D. A. Penick, of the University, upon "the Latin Course of Study in the Secondary School," and the paper of Prof. Lilia M. Casis, also of the University, upon "The Teaching of the Modern Languages," were carefully prepared, and were received with marked appreciation by the Association. President Prather's address, delivered on the evening of June 28th, was devoted to an historical sketch of the University and to a discussion of present university ideals. His earnest, forcible presentation of the subject made a very favorable impression upon his hearers. Other notable papers were read during the four days session, and it is to be hoped that they will be printed in the forthcoming volume of the proceedings for the year 1901.

The Constitution of the Association was changed in several particulars. Perhaps the most radical amendment adopted was the one which provides that the Association shall hereafter hold its annual session in December. For years many members of college and university faculties have not attended the meetings of the Association because of the fact that other important duties interfered. Now that the sessions are to be held during a portion of the Christmas holidays, it is confidently expected that there will be large delegations of college and university instructors, and that the College Section will take a new lease upon life, or rather that it will, in fact, begin to live. The instructors employed in summer schools and summer normals will likewise be able to hold active membership in the Association without neglecting duties which are of paramount importance. I predict, therefore, that, at the meeting next December, there will be a large number of first-class teachers who for some years have been deprived of the pleasure of participating in the deliberations of the Association.

The city of Sherman proved to be a generous and charming hostess, receptions being tendered the Association by Austin College, The North Texas Female College, and Carr-Burdette College. A trolley ride to Denison and return over the recently completed electric inter-urban railway was a delightful feature of one evening's entertainment.

Superintendent E. F. Comegys, of Gainesville, proved himself to be a model presiding officer. Superintendent A. W. Orr, of Omen, is the new president, and he will, no doubt, adopt such plans as will ensure a great meeting at Waco next winter.

W. S. S.

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CAMERON, TEXAS, July 25, 1901.

Judge James B. Clark, Austin, Texas.

DEAR SIR: I herewith hand you the official opinion of Attorney General C. K. Bell with reference to authority of the Board of Regents to purchase the gymnasium grounds. You had better file the same away in your office

so that we may keep it as a permanent record, and it might be a good idea, in order to keep it in permanent shape, to have it, and probably the opinions of our law professors, published in THE RECORD.

Truly yours,

T. S. HENDERSON.

AUSTIN, TEXAS, July 6, 1901.

Hon. Thomas S. Henderson, Chairman Board of Regents, Austin, Texas.

DEAR SIR: I am in receipt of a communication from yourself bearing date July 1, 1901, in which you ask for an expression of the official opinion of the Attorney General upon the question as to whether the Board of Regents of the State University of Texas have authority to acquire by purchase additional land for University purposes,—as, for instance, the purchase of additional grounds on which to erect a gymnasium, and establish an athletic field for practice and instruction in physical culture for the students of the University,—and in reply beg leave to answer:

Article 3843 of the Revised Statutes provides that the government of the University shall be vested in a board of eight Regents, and Article 3846 provides that they (the Regents) shall establish the departments of a first-class University, etc.

Undoubtedly this provision of the law authorizes the Board of Regents to take such steps and make such purchases as may be necessary to establish the departments of a first-class University; and the question as to whether or not a gymnasium and an athletic field is a necessary department of a first-class University, is entirely a question for the determination of the Regents. Their determination in the matter is not subject to be reviewed by any other body.

I therefore give it as the official opinion of the Attorney General's Department that the Board of Regents would have the power and authority to make the purchase inquired about.

Very respectfully

C. K. BELL,
Attorney General.

* * *

RESOLUTIONS ON THE DEATH OF HON. GUY M. BRYAN.

AUSTIN, TEXAS, June 8, 1901.

President William L. Prather.

DEAR SIR: The committee appointed to recommend to the Faculty suitable action relative to the death of Col. Guy M. Bryan would report the following memoir and resolutions:

Guy M. Bryan was born in Jefferson county, Missouri, January 12, 1821. He was a grandson of Moses Austin, and nephew of Stephen F. Austin, the founder of Anglo-American Texas. While he was but a child his father died, and his mother afterwards married James F. Perry. In 1831 they moved to Austin's colony in Texas. In 1836 young Bryan, then only fifteen years of age, served in the Texas army. In 1837 he entered Kenyon College, Ohio, from which he graduated in 1842. In the same class was R. B. Hayes, afterwards President of the United States, who was his nearest

friend. After leaving college he took up the study of law in the office of Col. William H. Jack in Brazoria county; but ill health forced him to abandon the profession, and he occupied himself with helping Mr. Perry to manage the Stephen F. Austin estate. After a term of service in the Mexican war, he was, in 1847, elected representative from Brazoria county, E. M. Pease, afterwards Governor of Texas, being his colleague. He served six years in the House of Representatives, four years in the Senate, and one term in Congress, declining re-election. In 1858 he married Laura H. Jack, the daughter of his old law preceptor. During the war between the States he served on the staffs of Generals Holmes and Kirby Smith, and later as representative of the State at the headquarters of the Trans-Mississippi department. When the army disbanded he refused to go, as some of his brother officers did, to serve under Maximilian in Mexico, but returned to private life at his home near Galveston. In 1872 he was again elected to the Legislature, became speaker by an almost unanimous vote, and assisted materially in relieving the unfortunate situation in which the policy of reconstruction had left the State. In 1879 he was yet again nominated for representative, during his absence from the State, and was elected.

The State pride of Colonel Bryan was intense, and his devotion to the interests of Texas unbounded. At the time of his death he was president of the Texas Veterans' Association and first vice-president of the Texas State Historical Association. He left nothing undone that lay in his power to promote love of the traditions and study of the history of the Republic and the State, of which he had a peculiarly extensive and accurate knowledge; but no man was more zealous for the exact truth, or more earnest in the correction of historical errors. Not the least of his invaluable services to Texas has been his jealously careful preservation of the Austin Papers, which are the sources of the history of the beginnings of its Anglo-American colonization, and which are, beyond question, the most valuable single collection in the Southwest.

Colonel Bryan was a man of singularly pure and refined character. One could not know him without being impressed by his sincerity and manly courage, and yet withal by his broadly liberal toleration of other convictions than his own. His political and social leadership was of the kind that makes legalized injustice and corruption in high places impossible, and contact with him was full of inspiration for old and young to nobler and better living.

The committee would respectfully recommend for adoption by the Faculty the following resolutions:

1. That in the death of Colonel Bryan the State of Texas has lost one of its purest and most loyal and devoted sons, and the University in particular one of its strongest and most influential friends.

2. That this report be published in the principal daily papers of the State.

Respectfully submitted,

GEORGE P. GARRISON,

W. S. SUTTON,

D. F. HOUSTON,

Committee.

Four years ago the last number in the accession book was 17,177. Since then 17,104 volumes have been added, making a total of 34,281 volumes now in the Library.

The Library. The regular appropriation of three thousand dollars to the Library, supplemented by fees and other funds, gave a fund of about four thousand dollars for the past year. The purchases number about 1500 volumes, exclusive of periodicals. The following classified list of some of the more important purchases will no doubt be interesting:

General Library:

The Universal Cyclopædia.
McClure's Magazine, Vols. 1-9.
Masson, Milton (completed).
Frazer, Golden Bough (new edition).
Rashdall, Universities of Europe.
Murray, New English Dictionary.
Nature, fourteen volumes.
Huxley's Scientific Memoirs.
Annual Cyclopædia, three volumes.
Redwood, Petroleum.
Tyrrell & Purser, Correspondence of Cicero.
Holm, History of Greece.
Gould, Dictionary of Medicine.
U. S. Catalogue.
Sewanee Review (complete).
Sacred books of the East, eight volumes.
Tuke, Dictionary of Psychological Medicine.
Jowett's Plato (new edition).
Furness, Variorum Shakespeare, four volumes.
Kitchin, History of France.
Winthrop, History of N. England.
Johns Hopkins Studies in Hist. and Pol. Sci. (completed.)
Schaff, History of the Christian Church (completed).

Chemistry:

Journal of the Society of Chemical Industry (complete).
The Analyst (complete set).

Oratory:

Curtis, Orations.
Lee, The World's Orators, ten volumes.

Geology:

School of Mines Quarterly, Vols. 10-22.

Botany:

Rambenhorst, Kryptogamen Flora.
Bailey, Cyclopædia of Horticulture.

Political Science:

Journal of Political Economy (complete).

Publications of the American Economic Association (complete).

Wagner, Finanzwissenschaft.

Palgrave, Dictionary of Political Economy (completed).

English:

Skeat, Chaucer's Complete Works.

Early English Text Society Publications.

Jane Austin's Novels.

Physics:

Reports British Association for the Advancement of Science (complete set).

Latin:

Books on Plautus.

Romance Languages:

Zeitschrift für Romanischen Philologie, Vols. 1-7.

Sainte Beune, Causeries du Lundin.

Works of the following authors completed: LaFontaine, Pascal, Molière, Cardinal de Retz.

Teutonic Languages:

Jahresbericht an Germanischen Philologie, seven volumes.

Goethe, Pamphlets.

History:

Papers of American Historical Association (complete).

Las Casas Tracts.

Shea, History of the Catholic Church in the United States.

Filson Club Publications, four volumes.

Greek:

Journal of Hellenic Studies (complete).

Zoology:

Appleton's Set of Scientific Books, sixty volumes.

L' Aunée Biologique, 1897, 1898.

Physiology and Hygiene:

Schäefer's Physiology.

American Journal of Physiology (set completed).

For years, or perhaps never before in the history of the Library, have we had an adequate binding fund. This problem has now, however, a happy solution by means of the Library fees. During the past year 292 volumes have been bound or rebound, and since Commencement over 700 volumes have been sent to the binders, with about 200 to follow as soon as missing numbers can be supplied. The work now being done in this line is both cheaper and better than we have been able to get heretofore.

The Regents have appropriated the usual amount to the Library, which will be expended according to the following resolution of the Library Council, adopted by the Faculty some time before Commencement:

1. To set apart \$150 for general periodicals, empowering the Librarian to make renewals as they fall due.

2. To set apart \$100 to continue such works of reference as the Oxford Dictionary, and to provide new works of general reference.

3. To set apart \$750 for the exclusive purchase of expensive works and sets. All members of the Faculty having such expensive works and sets to recommend shall lay their requests before the Library Council by November 1, 1901, with statement of price of such publication. The Library Council shall then pass upon these requests and lay them before the Faculty in order of their recommendation for final action.

4. To set apart \$850, being \$50 to each of seventeen schools, to become available for expenditure during the summer for rush orders—this without prejudice of the final disposition of the remainder (\$650).

5. In view of the large appropriation to the general fund during the past year to create no general fund save as before provided in Section 2.

The purchases for next year under this resolution will no doubt be more timely; and the provisions for the purchase of expensive sets will enable schools to get works of great importance which heretofore they have not been able to purchase with their limited funds.

The Library has been kept open during the Summer School as usual. The circulation not being so great as during the term, time has been left for improving the Library in many ways. In addition to preparing books for the binders, the shelf list of the general Library, completed about a year ago, has been checked over to ascertain losses. Ninety-six volumes were reported as not found, but a number of these will doubtless turn up from time to time.

The books have all been removed from the shelves and given a thorough and much needed dusting. Advantage was taken of this moving to consolidate and rearrange a number of the cases, which will greatly facilitate the finding of books. Several classes have outgrown the section assigned to them, and still further arranging will be necessary so soon as the five new book cases now being made in the workshop are ready.

Before the opening of the University next fall the floor will be covered with matting, which will add much to the quiet and general appearance of the room.

Mr. J. E. Surratt, of Baylor University, spent several weeks here studying library methods, and has returned to Baylor to introduce modern methods there.

On June 19th the Librarian conducted the examination for local candidates applying for admission to the Drexel Institute Library School.

The year in many ways has been the most satisfactory we have had. The very urgent need for books has been greatly lessened in the past two years by more liberal appropriations. But the funds for the administration of the Library have not kept up with its growth, hence the pressing need *now* is not so much for more books as for more help to care for and make available what we already have.

B. W.

Meeting of June 4th.—The Committee on Entrance Examinations reported that five papers from the Cleburne High School were submitted by the contestants for the scholarship established by the Johnson County Alumni, and that the scholarship had been awarded to Miss Ora Angle.

**Important
Faculty Legislation.**

Professor Garrison was appointed to represent the University at the A. and M. College Commencement.

The President was requested to appoint a delegate to represent the University at a meeting of representatives to be held in Sherman for the purpose of organizing a College Council.

Meeting of June 8th.—The Faculty passed upon the qualifications of candidates for graduation. Professor W. S. Sutton was authorized to represent the Faculty at the organization of a College Council.

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Meeting of June 12th.—The Board passed upon the candidates for degrees recommended by the Faculty.

**Transactions
of the
Board of Regents.** Accepted with thanks the offer of Messrs. John K. and William L. Prather, Jr., to present to the University casts of the busts of General Sam Houston and Stephen F. Austin made by Elizabeth Ney.

Meeting of June 13th.—Regent T. S. Henderson was re-elected President of the Board of Regents, and Regent George W. Brackenridge Vice-President of the Board for the term of two years.

James B. Clark was elected Secretary of the Board of Regents for two years from the 1st of July, 1901.

Reports of the various schools of the University were read.

Pearl and Ruby West, sisters, having attained an equal grade in the Calvert High School, were each awarded a scholarship.

On account of ill health, Adjunct Professor L. G. Bugbee was granted a leave of absence for one year, without salary.

Provision was made for repairing and refitting the Chemical Laboratory.

Meeting of June 14th.—A communication was received from the Association of ex-University Students of Johnson County, stating that the members of said association had agreed to give \$100 in cash annually to establish a scholarship for a meritorious student in said county who should stand the best examination for entrance to the University prepared by the Committee on Entrance, and asking that the Board of Regents remit to the winner of such scholarship the usual matriculation fee in the Academic Department. The petition was granted, with warm appreciation of the loyal and generous action taken by the association.

The following appointments were made:

Earnest J. Villavaso, Instructor in French.

Pierce Butler, Instructor in English.

Charles D. Rice, Instructor in Mathematics.

Charles H. Huberich, Instructor in Political Science.

Augusta Rucker, Instructor in Zoology.

A. McG. Ferguson, Instructor in Botany.
Cora Waldo, Instructor in English.
Hattie V. Whitten, Tutor in Geology.
E. C. Barker, Instructor in History.
John M. Kuehne, Tutor in Physics.
Lulu Bailey, Tutor in Physics.
E. P. R. Duval, Tutor in Pure Mathematics.
Alice P. Hubbard, Tutor in Spanish.
R. L. Moore, Fellow in Pure Mathematics.
J. F. McClendon, Fellow in Physiology and Hygiene.
A. L. Melander, Fellow in Biology.
Charles T. Brues, Fellow in Physiology and Hygiene and Zoology.
J. B. Benefield, Student Assistant in English.

Meeting of June 15th, in Galveston.—Authority was given for conferring of degrees upon graduates in Medicine and Pharmacy, and the granting of Certificates of Proficiency in Nursing.

The resignation of Dr. Thos. Flavin, Demonstrator of Anatomy, on account of ill health, was accepted.

Dr. H. P. Cooke, Dean of the Medical Department, Professor of Pediatrics, and President of the Board of Managers of John Sealy Hospital, tendered his resignation, which was accepted with regret by the Board.

The following appointments were made on the teaching staff of the Medical Department:

Dr. John B. Haden, Lecturer on Ophthalmology.
Dr. Allen J. Smith, Lecturer on Nervous Diseases.
Dr. Edward Randall, Lecturer on Physical Diagnosis.
Dr. I. M. Cline, Lecturer on Climatology.
Professor R. R. D. Cline, Lecturer on Pharmacy.

The following Demonstrators were appointed:

Dr. K. H. Aynesworth, Anatomy.
Dr. L. E. Magnenat, Pathology.
Dr. M. C. Schaeffer, Histology.
Dr. C. C. Jones, Gynecology and Obstetrics. .
Dr. H. R. Dudgeon, Surgery.
Mr. C. L. Milburn, Chemistry and Botany.
Dr. John T. Moore, Medicine.

Dr. William Gammon was appointed Associate in Pathology.

The election of Dr. Allen J. Smith Dean of the Medical Department by the Faculty was confirmed.

Dr. J. E. Thompson was elected a member of the Board of Managers of John Sealy Hospital, *vice* Dr. H. P. Cooke, resigned.

Meeting of July 1st.—The thanks of the Board were returned to the young lady students of the Main University who had purchased and presented to the University a piano worth \$650.

The following resolution was adopted:

“WHEREAS, Dr. Henry P. Cooke has tendered his resignation of the posi-

tions of Professor of Pediatrics, President of the Board of Managers of John Sealy Hospital, and Dean of the Medical Department, to take effect on June 15, 1901, and the same has been accepted by the Board of Regents of the University of Texas,

"The Board desire to express and to place on record their high appreciation of the able, faithful and self-sacrificing services of Dr. Cooke in behalf of the Medical Department while occupying the foregoing positions. The Board recognize that Dr. Cooke has during his connection with the Medical College always stood for the establishment and maintenance of those high standards and that thorough training which have won deserved reputation for the Medical School. As a man of learning, high character and scrupulous honor, Dr. Cooke has always commanded the confidence and esteem of the Board.

"Regretting that his private interests require him to sever his connection with the Medical College, the members of the said Board give to Dr. Cooke the assurance that he carries with him in his retirement their best wishes for his future happiness, and direct that the Secretary of the Board furnish Dr. Cooke a copy of this minute."

The sending of a copy of *The Texan* to the library of each affiliated school was authorized.

Upon the recommendation of the Law Faculty, Judge Townes was elected Dean of that body for one year.

The Board approved and adopted the following resolution adopted by the Faculty January 14, 1901:

"Resolved, That the Faculty of the University of Texas respectfully recommends to the Board of Regents of said University that, beginning with the Commencement of 1906, only one bachelor degree, to-wit: Bachelor of Arts, be conferred upon students completing the work required for graduation in the Department of Science, Literature and Arts."

In addition to the appointments of June 14th, the Budget adopted for the year ending September 1, 1902, makes provision for the following:

Killis Campbell, Instructor in English.
A. G. Reed, Instructor in English.
Jesse Andrews, Instructor in German.
D. A. Penick, Instructor in Latin and Greek.
E. P. Schoch, Instructor in Chemistry.
H. B. Curtis, Director of the Gymnasium at the Main University.
P. Eleanor Norvell, Instructor in Physical Culture.
Thos. Fletcher, Tutor in Psychology.
Maude Shipe, Tutor in the Science and Art of Education.
Roberta Lavender, Tutor in Latin.
C. S. Potts, Fellow in Political Science.
O. W. Wilcox, Fellow and Storekeeper in Chemistry.
W. P. Allen, Fellow in Oratory.
H. L. Crosby, Fellow in Latin and Greek.
Nan Turner, Fellow in the Science and Art of Education.
W. F. Shaw, Student Assistant in Mathematics.

Edmund Wild, Student Assistant in Scientific German.

Chas. H. Winkler, Student Assistant in Botany.

Estelle Montelin, Assistant Librarian.

Meeting of July 2nd.—The recent action of the Faculty in declining to consent to the proposed new constitution of the Athletic Association of the University was approved, and the statement that the responsibility for the proper control and direction of all University activities primarily devolves upon the Faculty as a delegated trust which it can neither abdicate nor redelegate to others, and further, that the Faculty cannot consent to any outside management of the internal affairs of the University unless such outside management be selected by and subject to the approval of the Faculty, was endorsed.

The following resolution was adopted:

"Resolved, That the Board of Regents of the University of Texas desire to express to Miss Mary L. Sloss their appreciation of her gift of two pieces of paper money—one for eight dollars, issued by the United Colonies according to a resolution of Congress passed February 17, 1776, and numbered 26,727; and one for the sum of \$65.00, numbered 80,277, issued by the 'United States of North America' according to a resolution of Congress of the 14th January, 1779; and also of the patriotic sentiments contained in her letter to the President of the University transmitting the same."

An appropriation was made for the planting of live oak trees and beautifying the campus of the Main University, and for the planting of live oaks on the grounds of the Medical College, the John Sealy Hospital and University Hall, at Galveston.

The following committees were announced by Chairman Henderson:

Executive: T. S. Henderson, F. M. Spencer, T. W. Gregory.

Finance: T. W. Gregory, F. M. Spencer, H. B. Marsh.

Auditing: Beauregard Bryan, T. W. Gregory.

Buildings and Grounds: Beauregard Bryan, George W. Brackenridge, F. M. Spencer.

Visitorial: R. E. Cowart, H. B. Marsh, George W. Brackenridge.

Complaints, Grievances and Instructors: H. M. Garwood, H. B. Marsh, Beauregard Bryan.

Medical Department: F. M. Spencer, Beauregard Bryan, George W. Brackenridge.

Land: George W. Brackenridge, T. W. Gregory, T. S. Henderson.

Legislation: F. M. Spencer, R. E. Cowart, T. S. Henderson.

* * *

The fourth annual session of the University Summer Schools, which opened June 13, 1901, closed on July 26, 1901. In point of numbers, as

well as with respect to the quality of work accomplished, the session was marked by decided progress. **The Summer Schools.** In the Summer Normal seventy-two students were enrolled, while in the Summer School one hundred twenty-four were registered.

Of the seventy-two students attending the Normal, only forty-nine were

examined for certificates, the remainder prosecuting their studies solely for the purpose of increasing their efficiency as to scholarship and teaching. Of the applications for certificates, four were for permanent primary, eight for permanent, and thirty-seven for first grade certificates. No instruction in subjects prescribed for second-grade and third-grade certificates was given; but students were afforded the opportunity of doing intensive work in one or more of the subjects prescribed for certificates of higher grade. Following is the enrollment in the classes of these high-grade subjects: Bookkeeping, 10; Chemistry, 10; Plane Geometry, 46; Solid Geometry, 9; Trigonometry, 15; History of Education, 19; Psychology, 15; General History, 48; Algebra, 44; Physics, 38; English and American Literature, 18.

The distribution of students taking courses in the Summer School is as follows: Botany, 16; Chemistry, 27; English, 36; Education, 52; Greek, 9; German, 9; History, 33; Latin, 27; Mathematics, 31; Physics, 30; Physiology and Hygiene, 9; Spanish, 17. Many of the students taking Summer School courses, not expecting to pursue their academic work to graduation, did not ask credit for degrees. Nevertheless, the daily work of these students, including recitations, collateral reading, and the writing of abstracts, reports and theses, was faithfully, and in the main very intelligently, performed. This class of students is composed almost altogether of teachers who are employed in the secondary schools and who are desirous of strengthening and enriching their preparation for the teaching of their respective subjects. That the number of such students is rapidly increasing, is certainly very gratifying for it was for the benefit of precisely this class of teachers that the Summer School movement was inaugurated by the Regents of the University.

During the recent session of the Summer Schools a number of popular evening lectures were delivered. Dr. W. J. Battle gave a lecture, illustrated with lantern slides, upon "The Architecture of Ancient Greece"; Dr. George Bruce Halsted lectured upon "The Education of the Twentieth Century"; State Superintendent Arthur Lefevre lectured upon "Some Special Problems in Education, and the Educational Ideal"; and Dr. F. W. Simonds and Dr. W. L. Bray gave illustrated lectures upon "American Waterfalls" and "Some Relations of Plant and Animal Life," respectively. These lectures were delivered before large audiences, and were greatly enjoyed.

Under the direction of the Dean, a number of round table discussions were conducted on Saturday mornings. The chief benefit derived from such discussions, in which perfect freedom of debate obtains, lies in the revelation to the earnest, honest searcher for truth that there are many unsolved educational problems, and that the solution of any one of these problems demands careful, patient, exhaustive study. These were the topics discussed during series of round tables recently held:

"The Texas School Laws"; "The Educational Contributions of the Nineteenth Century"; "The Aim and the Functions of the High School"; "The High School Course of Study."

The increased attendance upon the University Summer Schools of 1901,

the increase being about forty-one per cent. over that of the registration of 1900, the greater appropriation made by the Regents for the benefit of the Summer Schools next year, the really earnest and effective work of the Summer School students during the session just now closed, all justify the statement that the maintenance of the Summer Schools may be now considered a permanent feature of the work of the University. It is not unreasonable to expect that, eventually, the summer term will become, in length of session, courses offered, attendance of students, and other important particulars, coördinate with the fall, winter and spring terms.

W. S. S.

* * *

During the term recently closed the schools composing the Medical Department have pursued a comparatively uneventful but rather trying session in the buildings at Galveston which, after the damage of last September, were temporarily repaired to sufficient degree to permit occupation and reasonably satisfactory accommodation. The session commenced on November 15th, and by a liberal elimination of holidays from the college calendar and by crowding the class work as much as possible, the Faculty were able to recommend closing on June 15th, which date was accepted by the Regents in view of the necessity for early inauguration of the work on the final repairs, lest the opening of the coming session find the building incomplete.

**The Medical
Department.**

The Commencement Exercises were carried out in usual form, in Cathedral Hall, on the evening of June 15, 1901, President Prather conferring the degrees in medicine and in pharmacy and the certificates of proficiency as nurses upon the various graduating classes. The degree of Doctor of Medicine was bestowed upon the following class, which is the first to graduate after regularly pursuing the whole four years course of instruction in medicine: R. T. Cunie, of Lott, Texas; Miss Robbie Davis, of Rector; James Greenwood, of Seguin; W. D. Jones, of Marshall; J. W. Matlock, of Arlington; and Hill Rowe, of San Antonio. Four years ago this class entered with over sixty members, and the missing nine-tenths or more have dropped away through the fate of examinations, the attractive inducements of short term schools, and the influences of last September's storm in Galveston. The degree of Graduate in Pharmacy was conferred upon the following class, the remnant of a class of more than thirty entering two years ago: James W. Bush, Dallas; C. W. Cunningham, Augusta; Minnie S. Fisher, New Waverly; R. H. Hoffman, Denton; Herman Hoffman, Burton; J. T. Holland, Ballinger; Will Holloway, La Grange; Lewis J. Hoting, Giddings; Jno. W. Pace, Cuero; Chas. J. Risien, Groesbeck; S. F. Weaver, Hico; J. E. Stroop, Cleburne; B. B. Treadwell, San Angelo; G. D. Wheat, Sonora.

From the Training School for Nurses in John Sealy Hospital the following young ladies were granted certificates of proficiency after completing the required course of instruction and experience of two years duration: Bessie Eckles, Galveston; Frances Harrington, San Antonio; Mattie Moore,

New Waverly; Eva Moline, Galveston; Mrs. Carey C. Neibert, Galveston; Marie Overton, Cleburne; Lucy L. Smith, Galveston; Gertrude Zemansky, Sherman.

At their meeting in Galveston on June 15, 1901, the Regents of the University awarded the contract for repair of the college building and University Hall to Messrs. Tootil and Boetomy of Galveston; and on June 17th work was actively begun and has continued steadily since that date, promising by the energy of its prosecution to reach completion well within the limit of time contracted, October 1, 1901.

From a benevolent individual in New York \$60,000 were transmitted to the Galveston Relief Committee for distribution among the charitable institutions of the city suffering losses from the holocaust of last September, and of this amount \$15,000 were apportioned to Sealy Hospital for the erection of new wards for negroes. An additional sum of \$3,000 was given from the general fund of the Relief Committee, which may be applied to the same purpose. With this purpose in view a committee was created, representing the Relief Committee and the hospital management, and given power to carry out the measures proposed. Plans for a two-story brick structure with accommodations for about fifty patients have been approved, and, the Regents approving, a contract has been let for the erection of the building on the north and west lines of the hospital block. This has necessitated the removal of the old frame building which has for so many years served as wards for the sick negroes, which was badly damaged by the storm and for years before has been in a disgraceful state of repair. The frame of the structure is, however, in excellent condition, and the medical college committee of the Regents decided, on July 10, 1901, to recommend to the Regents that the building be removed to the north and east lines of the hospital grounds, in line with the new negro building, and that it be put in thorough repair with a view of accommodating in it the Training School for Nurses and the laboratory of clinical medicine recently inaugurated. Properly repaired and painted, the building will present an unusually attractive appearance, and will be well suited for the purposes contemplated. The entire second floor will be divided into about a dozen or more rooms to be used as dormitories for the nurses, and in the western half of the first floor will be located the dining room, reception and sitting room and the office of the Training School. In the east half of the first floor, opening upon Eighth street, the clinical laboratory, with private rooms for the professor and demonstrator of medicine will be arranged.

The school is to be particularly congratulated upon the establishment of this medical laboratory, adding a feature of the utmost value to the hospital and to the School of Medicine. The work in microscopic clinical technology, amplified from the courses hitherto given in the pathological laboratory, will be taken up under the direction of Professor McLaughlin; and in addition the chemical and physical technique of medical diagnosis will be fully developed, together with instruction in medical ophthalmoscopy, laryngoscopy, and similar lines of study. A fuller and more systematic course of instruction in these eminently practical features is thus insured;

and at the same time the benefit of more thorough study of the individual cases in the medical wards is certain to result. The housing of the laboratory in close relation with the wards makes the latter feature all the more readily carried out.

In rebuilding the principal buildings of the school, the University Hall will be restored without change from the original plans. A number of alterations will be incorporated into the college building, however, looking to greater convenience and utility, and safety in case of recurrence of disaster like that of the past year. The great dome, which was completely destroyed, will not be restored, and provision will be made for more efficient lighting of the dissecting room, anatomical demonstration rooms and upper lecture rooms. An important change will be made in the entrance to the three lecture rooms, insuring more easy entrance and exit and less disturbance to the lecturer by the entrance of students during the course of an exercise. While with these contemplated changes the external lines of the building will be materially changed and the general beauty more or less lost, it is hoped the material increase in efficiency will more than compensate for such losses. Here and there other changes of minor importance, as the rearrangement and enlargement of the laboratory of pharmacy and of the library, are also contemplated.

The money remaining after these repairs are completed will be employed by the Regents in moving and restoring the old negro hospital wards, as above indicated, for the accommodation of the School of Nursing and the laboratory of clinical medicine, and for re-equipment of the Schools of Medicine and Pharmacy. In the matter of equipment, too, it is expected that much advantage can be obtained to the classes. Much of the equipment used before the storm was badly worn and more or less antiquated; and the experience of the past ten years will be of much value in the selection of the most efficient types of furniture and apparatus. It may therefore be confidently predicted that on the score of efficiency and ability to present the subjects of instruction to the classes, the school will be in better condition than ever before.

The writer hopes, in a future issue of *THE RECORD*, after completion of the proposed alterations, to present by illustration the most important features of change, as well as a systematic consideration of the condition and plan of development of each school. At present such presentation would require a demand upon the imagination scarcely appropriate for indulgence; yet not unlikely to be realized after it is known just what funds will be available for each school after payment of repairs.

An item of interest which should be recorded here concerns the acquisition to the University of an addition to its real estate, and relates to the advantageous features of college fraternity life. In 1898 a chapter of Alpha Nu Pi Omega Medical Fraternity was established in the Medical Department, an organization quite similar to the non-professional Greek letter fraternities of American colleges, restricted in its membership, of course, to physicians and students of medicine. This organization in May, 1900, purchased two lots of ground and the buildings upon them, on the

southeast corner of Strand and Tenth Street, just opposite the medical college grounds; and in due time, after conference with the Regents, transferred the property as a gift to the University of Texas. The purchase price of the property was \$4500; and in spite of the general depreciation in Galveston values, this sum probably is close to its actual present value. The purpose of this action on the part of the fraternity was to establish, under the care of the University, and thus assure its permanency, a building to serve as a home for the men students of the college in the same way as University Hall, donated by Regent Brackenridge several years ago, serves as a home for the women students. After transfer of the property to the University, the Chapter requested the Regents to establish the building as Asclepiad Hall and to authorize its use in the manner above outlined, under the supervision of a Board of Directors, to whom is granted the entire control of the property under approbation of the Regents. This has been done; and a Board of Directors, suggested by the Chapter, and having the power of self-renewal and regulation of the material and financial affairs of the Hall, has been appointed by the Regents. The Board as constituted consists of Drs. Edward Randall, Dr. William Gammon, Dr. Allen J. Smith, of the Faculty, and Mr. D. H. Lawrence and Mr. Bismarck Ferguson, of the undergraduates of the medical school. Technicalities aside, the Hall thus becomes by the above provisions a chapter-house for the fraternity. The debt incurred by its purchase will, it is expected, be paid off gradually, from the income of the Chapter resulting from the rental of the rooms to its undergraduate members; and after this is accomplished it will be the purpose of the Chapter to continue along the same lines with the view of acquisition of further property for the school. It is of course an experiment to which the fraternity is lending itself, but there seems little reason for doubting the accomplishment of the object in the course of a few years and the establishment of a nucleus for the acquisition of proper and sufficient dormitory accommodations for the entire student body.

During the past session, upon invitation by the Chapter, the hall has been occupied by the Training School for Nurses (whose home was completely demolished in the storm of last September) and by the women students in the Schools of Medicine and Pharmacy (the University Hall being so damaged by the storm that it was deemed unfit for occupation by women before proper repairs could be applied). However, after the conversion of the old negro building into a nurses home, about the middle of September or first of October coming, the building will be vacated, and the fraternity will fit it as their chapter-house for immediate occupation.

PERSONALIA, ETC.—MEDICAL DEPARTMENT.

Thomas Flavin, M. '92, who resigned at the close of the recent session, because of failing health, from the position of Demonstrator of Anatomy, which he has so long and admirably filled, was made by the Regents, at their Galveston meeting in June last, Emeritus Demonstrator in Anatomy, in recognition of his past services to the school.

William Gammon, M. '93, for years Demonstrator of Pathology, withdrew from this position at the close of the last session, and was made by the Regents Associate in Pathology to carry on advanced and original work in this department.

L. E. Magnenat, M. '95, was transferred to the Demonstratorship of Pathology, from that of Normal Histology, in place of Dr. Gammon, resigned.

M. Charlotte Schaeffer, M. '00, was appointed Demonstrator of General Biology, Normal Histology and General Embryology, in place of Dr. Magnenat, transferred to the laboratory of pathology.

Kenneth H. Aynesworth, M. '99, was elected by the Regents, at their June meeting in Galveston, Demonstrator of Anatomy, in place of Dr. Flavin, resigned. Dr. Aynesworth has for some months past acted for Dr. Flavin in this capacity, Dr. Flavin's health preventing him from personally fulfilling the duties of the post.

At the close of the past session, Dr. H. P. Cooke withdrew from the positions of Professor of Pediatrics, Dean of the Faculty, and member of the Board of Managers of John Sealy Hospital. Dr. W. S. Carter was elected by the Board of Regents as Lecturer upon Pediatrics, Dr. Allen J. Smith as Dean of the Faculty, and Dr. J. E. Thompson as member of the Board of Managers of Sealy Hospital. Dr. Thompson has subsequently been elected by the Board of Hospital Managers to the position of President of the Board.

C. C. Jones, M. '98, was appointed by the Regents to the Demonstratorship of Obstetrics and Gynecology, in place of Drs. T. L. Kennedy and J. H. Rühl, resigned.

T. D. Berry, M. '98, Assistant Surgeon, U. S. M. H. S., at Cienfuegos, Cuba, and Miss Carrie Bryan, School of Nursing, '99, of Manor, Texas, were married at the home of the bride in May last.

William P. Woodall, M. '96, after successfully passing the required competitive examination, was appointed by President McKinley on July 9, 1901, as Assistant Surgeon with rank of First Lieutenant in the regular army medical corps. Dr. Woodall has been practicing his profession at Salado, Texas, and obtained his hospital experience in the I. & G. N. R. R. Hospital at Palestine, Texas. He is now stationed at Fort Clark, Texas.

Benjamin Frenkel, M. '96, until recently on duty as Acting Assistant Surgeon at the U. S. Naval Station in Porto Rico, has located in New York City, where he is connected with the medical department of the Equitable Life Assurance Association.

M. L. Moody, M. '98, has returned to Galveston to serve a year as interne in Sealy Hospital.

Bryce W. Fontaine, M. '96 (M. D., Univ. of Penna., '97), is located in Banks, La., where he is rapidly growing rich and fat. He tips the beam at 175 pounds, and modestly states that when he becomes worthy of some good girl he may wed. There are hosts who do not deem him unworthy of such a meritorious sacrifice at the present writing.

J. W. McCarver, M. '98, returns to Galveston in July to enter St. Mary's

Infirmary as interne for the regular term of one year, relieving N. W. Atkinson, M. '98, who has served in this capacity since shortly after the storm of last fall.

Announcement may be made without serious breach of faith of the coming marriage of Conn. L. Milburn, Ph. '97, Demonstrator of Chemistry and Botany, and Miss Mary Abbott, of Illinois. The ceremonies will be performed about September 10th, and the worthy couple will be at home after October 1st, in their home on Church Street, between Eleventh and Twelfth Streets, in Galveston.

The Regents have recently decided, in response to requests from a number of graduates in medicine and pharmacy who have lost their diplomas by fire and flood, to issue in place of these documents copies bearing the signatures of the President of the University and of the Dean of the Medical Faculty. In case of loss, the applicant is required to send in an affidavit declaring the loss and mode of loss of the diploma, and date of loss. If the diploma be merely damaged or any remnant be possessed by the applicant, it must be returned with the application for a duplicate. The precedent is established of having such duplicates signed by the presiding officers only instead of by the entire faculty because it is improbable that at any given time the personnel of the faculty will be precisely as at the time of the grant of the original document.

ALUMNI AND EX-STUDENTS.

[Alumni and ex-students are earnestly urged to assist *THE RECORD* in making this department as complete and as interesting as possible. Address communications to "*THE UNIVERSITY RECORD*, Austin, Texas.—Alumni and ex-Students.]

THE ALUMNI SCHOLARSHIP.

The scholarship of \$100 offered annually by the Alumni Association to the person entering any department of the University for the first time who stands the best entrance examination in English, Mathematics and History was won for the year of 1900-1901 by Mr. C. W. Ramsdell, of Alvin. Mr. Ramsdell is a graduate (1898) of the Thomas Arnold High School, Salado, Texas. After graduating he taught in the Troy public schools during the year 1898-99, and last year was principal of the McGregor High School.

AN HISTORICAL CATALOGUE OF THE ALUMNI.

An early issue of *THE RECORD* will contain a brief biographical sketch of every alumnus of the University who can be reached. The alumni are urged to respond promptly to the circular letter which will soon be sent to them.

The addresses of the following named alumni are unknown. *THE RECORD* will be very grateful for information regarding their whereabouts:

E. E. Cawthorne, B. S., '91; W. B. Corwin, LL. B., '90; John Walter Donaldson, LL. B., '98; R. A. Dunbar, LL. B., '98; H. H. Harper, LL. B., '89; W. N. Hayes, LL. B., '92; C. C. Provine, LL. B., '93; A. G. Sterne, LL. B., '89; Van Dyke Todd, LL. B., '92.

NOTES.

1886-1904.

Edgar E. Bramlette, M. A., '86, has held the presidency of the John Tarlton College at Stephenville for the past year. He was recently re-elected.

Robert W. Hall, LL. B., '86, will be the next Alumni Orator. He was unanimously elected at the meeting of the Alumni Association June 10th, held in Austin. His fame as a humorist and orator is too well known to need mention.

1889.

C. A. Summers, Junior Law, 1888-89, is now county judge of DeWitt county.

1890.

James Andrew Beall, LL. B., '90, was one of the candidates for Congress in the recent Sixth District contest. For many ballots in this remarkable convention he received fifty-three votes, only three short of nomination.

C. A. Goethe, LL. B., '90, with others, has recently purchased a large tract of land in La Salle county, where they will erect an irrigation plant of some magnitude.

1891

John W. Brady, LL. B., '91, married Miss Nellie C. Burns, of Alton, Illinois, on June 18th of this year. They reside in Austin, where Mr. Brady has practiced law since his graduation.

1892.

Lester Gladstone Bugbee, B. Lit., '92, M. A., '93, has been granted a year's leave of absence by the Board of Regents. He will visit New Mexico for his health.

Miss Mary E. Decherd, B. Lit., '92, M. A., '97, is spending the summer doing post-graduate work in the University of Chicago.

Richard B. Hood was married to Miss Prince Cocke at Weatherford in July. Mr. Hood is county attorney of Parker county.

1893.

J. R. Killian, LL. B., '93, has recently removed from Walsenberg to Denver, Colo., where he will practice law. He has been appointed by the Governor a trustee of the State Normal School at Greeley.

George Washington Pearce, B. S., '93, M. S., '94, has spent the past year traveling and studying in Europe. He holds the John Tyndall Fellowship in Physics in Harvard University.

1894.

Married: Miss Helen G. Brady, B. Lit., '94, on April 30, 1901, to Mr. Daniel T. White, a broker and merchant of East Las Vegas, New Mexico, at which place they will reside.

Geo. L. Cooke, LL. B., '94, holds the position of assistant cashier of the State National Bank, Oklahoma City, O. T.

J. Stanley Ford, B. A., '94, M. A., '95, has purchased the *Texas School Journal*, and will publish it from Austin.

Rudolph Kleberg, Jr., took his M. A. degree at the University in 1895, and is now a member of the firm of Kleberg, Gaines & Baker & Kleberg & Kleberg. The general office of the firm is at Cuero, but Mr. Rudolph Kleberg, Jr., and Mr. Edward R. Kleberg, have charge of a branch office at Yorktown.

James E. Pearce, B. Lit., '94, M. A., '95, has returned from a year's travel and study in Europe. He was accompanied by his wife, *nee* Miss Mignonette Carrington, B. A., '89, M. A., '90. Mr. Pearce will resume the position of principal of the Austin High School.

Eugene P. Schoch, C. E., '94, M. A., '96, is studying this summer in the University of Chicago. The title of Mr. Schoch's thesis submitted for the Ph. D. degree to the Faculty of the University of Chicago is "*Basic Salts of Mercury and the Relation of the Yellow to the Red Oxide.*"

H. C. von Struve, LL. B., '94, who was for two years principal of the schools of Hermann, Missouri, has opened a law office in San Antonio.

1895.

George N. Denton, LL. B., '95, has recently moved from Waco to West.

Arthur Lefevre, C. E., '95, formerly Instructor in Mathematics in the University of Texas, assumed charge of the Educational Department on July 1st as Superintendent. He was appointed by Governor Sayers. Professor Lefevre is probably the youngest man who has yet held this important office.

Bernard Mackenson, B. S., '95, continues as Teacher of Science in San Antonio, having just been re-elected for the fifth time.

J. Bouldin Rector, LL. B., '95, received the degree of Master of Laws from the University last June. He will continue to practice law in Austin.

1896.

Rhodes S. Baker, LL. B., '96, has formed a new partnership, the name of the firm now being Plowman, Baker & Plowman.

Ernest D. Criddle, B. Lit., '96, was elected Third Vice-President of the Texas State Teachers' Association at its meeting June last in Sherman.

Benj. F. Hill, B. S., '96, M. S., '97, M. A., Columbia, 1890, is doing successful work on the State Mineral Survey, where he holds the position of Assistant Geologist.

Miss Roberta F. Lavender, B. Lit., '96, has been elected Tutor of Latin in the University of Texas.

A. C. McLaughlin, B. S., '96, is now Assistant State Geologist of Missouri, with the prospect of early advancement in his profession.

Miss Maude M. Smith, B. Lit., '96, M. A., '01, has been elected teacher in the Austin High School.

Andrew Paul Raggio, B. A., '96, after three years of study in Italy, has returned to Austin. He is planning to do further work in either Columbia or Harvard.

1897.

Henry Seymour Brown, B. A., '97, is in New York City. He is a licentiate in the Presbyterian Church.

Henry George Howard, B. A., '97, M. A., '98, has been attending Princeton University since his graduation here. He is spending the summer in Evarts, South Dakota.

Carl Cosmo Rice, B. A., '97, M. A., '99, has been appointed Instructor in Classics in the University of North Carolina. For the past two years he has been studying in Harvard.

W. S. Richardson, B. Lit., '97, was for some time principal of the schools of Oklahoma City, but has lately accepted a position with Williamson, Haskell & Frazier Co. (wholesale grocers), of the same place.

E. C. Routh, B. A., '97, was lately ordained minister of the Baptist Church. At present he is Associational Missionary of the Lampasas Association, with his home at Lampasas.

William Roy Smith, B. A., '97, M. A., '98, has been for the past session *ad interim* Professor of History and Political Science in the University of Colorado.

W. A. Spalding, C. E., '97, has been actively engaged in civil engineering since his graduation. He is at present Division Engineer for the St. Louis & North Arkansas Railway, with headquarters at Eureka Springs, Ark.

F. T. West, B. A., '97, M. A., '00, Junior Law, '01, holds his old position with Clark & Bolinger, Waco, this summer. He will return to the Law Department next year.

1898.

Riley Andrew Baker has been re-elected to the position of Teacher of Science in the Dallas High School, at an increased salary. He is married.

Waddy Wingfield Battle, B. S., '97, has resigned his position as Instructor of Chemistry in Baylor University, and will study in Chicago next year.

William T. Boyd, B. A., '98, has been for the past year Vice-President and Treasurer of Vernon College. On June 25th last, Mr. Boyd discussed before the State Teachers' Association at Sherman *Normal Instruction in Our Schools*. He will return to the University next year and take the M. A. degree.

John W. Matlock, B. S., '98, received the degree of Doctor of Medicine from the Medical Branch on June 14th.

V. R. Morris, B. A., '98, has abandoned teaching and will study law.

1899.

Khleber H. Beall, B. S., M. S., '99, was graduated from the Fort Worth Medical Department last May. He is studying during the summer at the Chicago Polyclinic.

Miss Lula Bailey, B. S., '99, is studying physics in the University of Chicago during the summer. She has been re-elected to her present position of Tutor of Physics in the University of Texas.

Eugene C. Barker, B. A., '99, M. A., '00, is studying history in the University of Chicago. Mr. Barker was promoted from Tutor to Instructor in History at a recent meeting of the Board of Regents of the University of Texas.

Miss A. W. Blanton, B. Lit., '99, has been elected to a position on the English Faculty of the Denton Normal.

Miss Edith Lanier Clark will re-enter the University next year, having resigned a good position in San Antonio.

Norman R. Crozier, B. A., '99, has been re-elected teacher of Latin in the Palestine High School at an increased salary.

E. A. Decherd, B. A., '99, has returned from Cuba, where he has been engaged in the book business. He will resume teaching in Texas.

George Paul Geissler, B. A., '99, M. A., '00, has received an appointment to teach in the Philippines.

Miss Mary Heard, B. A., '99, was married to Dr. A. Caswell Ellis, at Cleburne, Texas, July 31st.

John M. Kuehne, B. S., '99, is making magnetic observations for the United States government during the summer months. He has been assigned to work in Kansas. Mr. Kuehne will teach Physics in the University again next year.

W. M. Odell, LL. B., '99, lately became associated with the law firm of Ramsey & Odell, Cleburne, Texas.

W. M. Pierson, LL. B., '99, was recently elected city attorney of Winnsboro, Texas. Mr. Pierson is scheduled to address the Wood County Old Settlers' Reunion at its meeting in August.

Felix Ezell Smith, B. S., '99, M. S., '00, was married to Miss Maud Galen Barton, '98-'00, on July 16th. Mr. Smith was recently elected Superintendent of the Victoria schools, to succeed Prof. Arthur Lefevre.

R. W. Wortham, LL. B., '99, married Miss Frances Porter, an ex-student of the University, in St. Louis, March 18th of this year. Miss Porter formerly resided in the City of Mexico. Mr. Wortham expects to continue the practice of his profession in Paris, Texas.

Edwin H. Yeiser, LL. B., '99, was granted the degree of Master of Laws last Commencement. He continues to practice law in Austin.

1900.

Will L. Barbee, LL. B., '00, took the degree of Master of Laws in 1901, and has been spending the summer in Luling.

C. C. Cole, B. A., '00, is secretary of the Canadian Coal Company, Oklahoma City, O. T. The Canadian Coal Company controls the output of several mines in the Indian Territory and Arkansas, and their business is of considerable magnitude.

W. C. Dibrell, C. E., '00, spent the winter in Vieques Island, Porto Rico, on topographical work. He is now in Buffalo on a short vacation.

Mont F. Highley, LL. B., '00, took the Master's Degree in Law last June, and is spending the summer at Farmington, Missouri. Mr. Highley will practice law in Texas.

E. E. Howard, B. S., '00, C. E., '00, and Instructor in Engineering during the session of 1901, is now with Messrs. Waddell & Hedrick, Consulting Engineers, Kansas City, Mo.

Peyton Irving, Jr., B. A., '00, who taught last year at El Campo, will re-enter the University as a candidate for the Master's Degree.

Fritz G. Lanham, B. A., '00, is at Weatherford. He delivered the Commencement Address before the Weatherford High School, and is scheduled to address the Old Settlers' Reunion at Aledo.

O. H. Palm, B. S., '00, is Assistant Chemist to the Mineral Survey, with headquarters in Austin.

J. F. Pinson, C. E., '00, was in Idaho all winter, and has been working with the United States Geological Survey since then.

Geo. A. Robertson, Master of Laws, '01, is traveling in the North this summer. He will return to Texas soon, and commence the practice of law in Dallas.

Miss Maude M. Shipe has been promoted to a Tutorship in Pedagogy in the University of Texas.

F. H. Smith, B. A., '00, M. A., '01, and Fellow in Mathematics for the session of 1900-1901, will resume post-graduate work in mathematics in the University next year.

Elmer P. Stockwell, LL. B., '00 received his Master's Degree in Law last Commencement. Mr. Stockwell is located temporarily at Damon City, but will shortly open a law office in Houston.

J. H. Tallichet, LL. B., '00, Master of Laws, '01, is now practicing law in Austin. He was recently employed by the A. & N. W. R. R. Company as justice court attorney.

Edgar E. Witt, B. A., '00, was recently appointed to a clerkship in the Comptroller's office. He expects to study law.

H. D. Ardrey, LL. B., is attorney at law, Dallas.

Dixon F. Abney, LL. B., '01, will be associated in partnership with T. L. Foster. They will practice law in Lufkin, Texas.

1901.

W. H. Adamson, B. A., will teach in the Calvert schools next year.

Miss Eva Allen, B. Lit., will travel for a year in Central America and Europe.

W. S. Amsler, B. A., has been elected Principal of the McGregor schools.

Holland E. Bell, B. A., was married to Miss Mary Mitchell, June 25th of this year. Mr. Bell and his wife have sailed for the Philippines, where he has received an appointment as teacher from the United States government.

M. H. Benson, LL. B., has formed a law partnership with A. L. Abrahams, Houston.

Thos. H. Botts, LL. B., is associated with the firm of Baker, Botts, Baker & Lovett, Houston.

V. R. Briggers, LL. B., formerly of Whitewright, Texas, has located at Shawnee, O. T., and will practice law at that point.

Miss Nellye Lea Brown, B. Lit., will return to the University next year, and do work in English and Philosophy leading to the Master's Degree.

Chester H. Bryan, LL. B., is with Hunt & Meyer, Houston, where he will be engaged in the practice of law.

James W. Bush, after graduating in Pharmacy, accepted the position of prescriptionist for The John C. McFarland Drug Co., 598 Elm St., Dallas.

Wallace Carnahan, Jr., B. A., will teach in the Austin Preparatory School.

Robert C. Clark, M. A. (B. A., M. A., Add-Ran University), has received a Scholarship in History in the University of Wisconsin. During the summer he is working with Miss Casis, in the City of Mexico, translating historical documents from the Spanish.

Henry Lamar Crosby, B. A., will be Fellow in Latin and Greek in the University of Texas during the session of 1901-1902.

Chas. W. Cunningham, Ph. G., is pharmacist for the Lufkin Avenue Drug Co., Lufkin, Texas.

J. B. Dibrell, Jr., B. A., will return to the University to study law. Incidentally he will assist Mr. Curtiss in gymnasium work.

E. P. R. Duval, B. S., will continue as Tutor in Mathematics and at the same time will study for his Master's Degree in Science.

Thomas Fletcher, B. Lit., was elected Tutor in Psychology, and will study for his Master's Degree.

Miss Nellie Y. Fort, B. Lit., has been elected on the teaching force of the Greenville public schools.

T. L. Foster, LL. B., has formed a partnership with D. F. Abney, and they will practice law at Lufkin under the firm name of Foster & Abney.

W. P. Z. German, LL. B., is now a lawyer at Whitewright.

Abe H. Goldstein, LL. B., is associated in partnership with Judge W. F. Robertson, and they will practice law at Taylor under the firm name of Robertson & Goldstein.

E. E. Green, of the second year pharmacy class, 1901, died in Galveston, January 31, 1901.

James Greenwood, M. D., has formed a partnership with Dr. Marvin B. Grace, and they will practice medicine under the firm name of Grace & Greenwood, Seguin.

T. D. Gresham, LL. B., is temporarily associated with the law firm of Gresham & Gresham, Galveston.

Miss Emma Gutzeit, B. Lit., has accepted a position as teacher of German in Bellville.

Miss Lena L. Haskell, B. S., was married to Wm. Pierson, LL. B. '99, at Devers, Texas, July 9. They will live in Greenville.

Warren M. Hilliard, LL. B., is engaged in the practice of law at Caldwell, having formed a partnership with L. O. Fraim of that place.

Herman Hoffman, Ph. G., is with the Burghheim Pharmacy, Houston, Texas.

Miss Margaret Holliday, B. S., will return to the University next year and be candidate for the M. S. degree.

L. J. Hoting, Ph. G., since leaving school serves C. T. Bass, San Marcos, as prescription clerk.

W. W. Johnson, LL. B., expects soon to begin practicing law in Groesbeck.

W. D. Jones, M. D., expects to practice his profession in Marshall, Texas.

Miss Margaret Ideson, B. A., was married to Mr. Henry M. Ladd, of Austin, at Houston, Texas, June 26, 1901.

A. B. Lacy, B. A., will study law at the University next year.

L. Q. C. Lamar, LL. B., has commenced single-handed the practice of law in Dallas.

J. T. Lawhon, LL. B., has located at Elgin, where he will engage in the practice of law.

E. W. Love, LL. B., will practice law at Cold Springs, Texas.

Frank Marable, B. Lit., is employed as salesman by the Marable Hardware Company, Clarksville.

D. A. McDaniel, LL. B., is attorney at law, Waco.

Miss Ida May Meade has accepted a position in the Greenville schools for next session.

E. T. Miller, B. A., '00, M. A., '01, will teach English and History in the Waxahachie High School next year.

Robert Lee Moore, B. Lit., has received the appointment of Fellow in Mathematics, and will take his Master's Degree in the University next year.

Walter E. Monteith, LL. B., is now on a voyage to South Africa. When he returns he will practice law with his father in Belton.

Robert T. Neill has located in San Antonio, and will practice law in the office of Frank C. Davis, LL. B., '93.

John W. Pace, pharmacy graduate, has accepted a position with the Cameron Drug Co., Cameron, Texas.

Bennett B. Perkins, LL. B., is junior member of the law firm of Perkins, Gibson & Perkins, Rusk.

W. T. McPherson, LL. B., is practicing law in Comanche.

Lee Phillips, B. S., will take work in the Engineering Department of the University next year.

Wm. L. Prather, Jr., B. Lit., will enter the Law Department next session.

Miss H. C. Richter, B. A., has accepted a position in the San Antonio schools.

Miss Loula Rose, B. Lit., will return to the University next year and pursue studies leading to the Master's Degree.

C. D. Russell, LL. B., has employment in Webb's Land and Abstract Office, Baird, Texas.

J. Phillip Smith, LL. B., is practicing law at Mexia.

Carter F. Sommers, LL. B., is practicing law in San Antonio. Mr. Sommers is in the office of Mr. Wurzbach.

W. M. Stone, Jr., LL. B., holds the position of city attorney, Itasca, Texas.

Jo. E. Stroop, graduate in pharmacy, is employed by the drug firm of Ruse & Sopp, Cameron.

Marshall W. Terrell, LL. B., is junior member of the law firm of Terrell & Terrell, San Antonio.

Miss Mary E. Towell, B. Lit., will spend next year at her home in Columbus, Texas.

B. B. Treadwell, Ph. G., works in the Pioneer Drug Store, San Angelo.

Miss Nancy D. Turner, B. Lit., has received an appointment as Fellow in the School of Pedagogy.

S. F. Weaver, Ph. G., has been very ill for some time in his home at Abilene.

Miss Elisabeth Weeden, B. Lit., will teach in Hearne next year.

Miss Elisabeth H. West, B. A., has accepted a position in the Bryan High School. She will teach Latin and History.

Robert A. Wiseman, B. A., will enter the Law Department next year.

W. W. Woodson will retain his position in the law office of Messrs. Hogg & Robertson, Austin, and take further work in the University.

Dudley K. Woodward, B. S., is planning to re-enter the University for study in the Department of Civil Engineering.

1902.

J. Barry Benefield will succeed Edgar E. Townes, B. Lit., '00, as Fellow in English.

Miss Margaret Kenney will teach in a mission school at San Luis Potosi, Mexico, next year.

James Powell Murray has been elected to the principalship of the Santa Anna Schools.

Estes Paine will enter the Medical Department next session.

Chas. S. Potts will be the first holder of the newly created fellowship in Political Science.

William Henry Robertson has been elected teacher of Mathematics in the Waxahachie High School.

1903

Leslie Carl Audrain has received the appointment of Fellow in History.

C. N. Campbell is working for the Railroad Commission.

Geo. T. Cope will be principal of the schools at Godley, Texas, for the next twelve months.

Miss Lelia B. Daimwood will teach in the Corpus Christi Schools a year before returning to the University.

Miss Susie G. Griffith has been elected to a position in the Alvin schools.

Miss Irene C. Horton will teach at Llano next year.

Jordan A. Massie will spend a year teaching in the schools at Brazos, Palo Pinto county.

Randon Porter helped put down the riot at Trinity.

F. Z. Lee, C. E. Leonard, Arthur J. Rector, Isaac McFadden, are all engaged in railroad building during the summer.

Geo. C. Embry will help J. B. Hamilton run the University Book Store next session.

N. T. Robertson, and C. A. and F. L. Thompson are doing engineering work this summer.

The Regents appointed C. H. Winkler Student Assistant in Botany.

E. V. White received the appointment of principal of the Lampasas High School over seventeen applicants.



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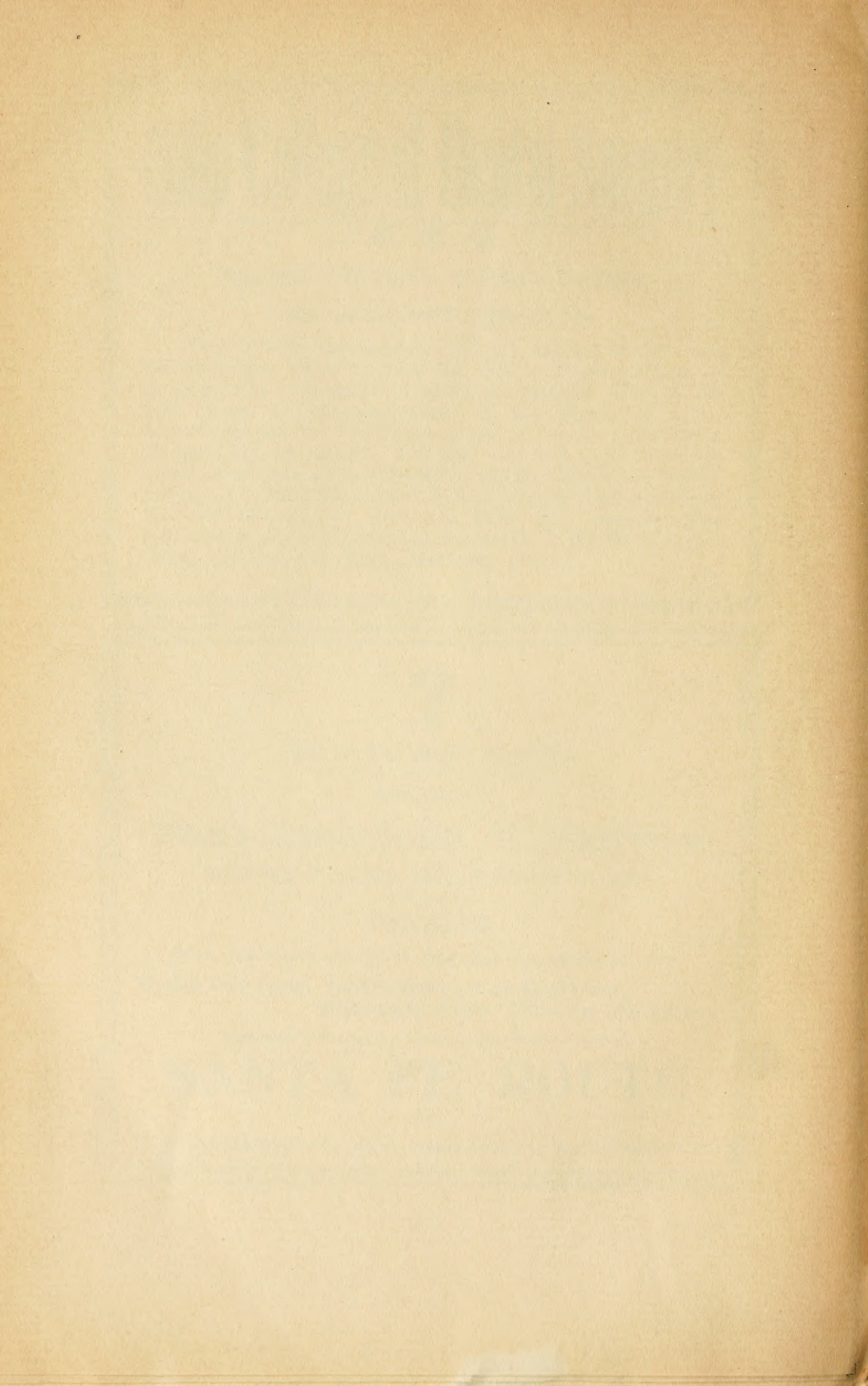
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